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ABSTRACT

The major thrust of 1965 Elementary Secondary Education Act Title I, or Project SPEEDY (Special Programs to Enhance the Education of Disadvantaged Youth), has been in the area of corrective reading and other programs designed to promote language development. While the emphasis of federal programs has been to concentrate funds on fewer recipients, the implementation of such a policy has been made increasingly difficult by the policy of bussing pupils throughout the system. Title I services were extended to 74 elementary schools and three junior high schools. Title I services made available to pupils in "Extended Service" schools consisted of corrective reading instruction, mathematics instruction, and supportive services. In addition to the instructional activities mentioned above, other instructional programs were: Business Education for Delinquent Children, Neglected Children's programs, and Pre-School programs. Service activities were: Supplementary Counseling, Supplementary Health, and Family Social Services and Attendance. Also a broad range of similar activities was conducted during June and July as a part of the Title I summer school. A total of 4,292 public and 243 nonpublic children participated in all phases of Title I. Sixty-two percent of the pupils achieved at least one month's gain per month of instruction on the Gates-MacGinitie Vocabulary Test. (Author/JM)

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WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

ESEA TITLE I EVALUATION REPORT

PROGRAMS FOR EDUCATIONALLY DEPRIVED CHILDREN

September, 1973 - August, 1974

Project Number 74008

Submitted to the
Kansas State Department of Public Instruction
ESEA Title I

Prepared by
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Department of Program Evaluation

Research and Evaluation Services Division
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August, 1974

UD 014 [illegible]

SUMMARY OF ESEA TITLE I EVALUATION REPORT, 1973-74

Wichita's federally funded activities designed to improve educational opportunities for its disadvantaged youth began in the spring of 1966. The eighth full year of Title I programs has just been completed. Again this year, as in previous years, the major thrust of Title I or PROJECT SPEEDY (Special Programs to Enhance the Education of Disadvantaged Youth) has been in the area of corrective reading and other programs designed to promote language development. While the emphasis of federal programs has been to concentrate funds on fewer recipients, the implementation of such a policy has been made increasingly difficult by the policy of bussing pupils throughout the school system to further integration efforts. During the 1973-74 school year, a majority of pupils who were recipients of Title I services lived in eighteen of the elementary school districts. However, because of bussing, Title I services were extended to 56 other elementary schools and three junior high schools. Title I services made available to pupils in "Extended Service" schools consisted of corrective reading instruction, mathematics instruction and supportive services.

In addition to the two instructional activities mentioned above, other instructional programs were: Business Education for Delinquent Children, Neglected Children's programs and Pre-School programs. Service activities were: Supplementary Counseling, Supplementary Health, and Family Social Services and Attendance. Also a broad range of similar activities were conducted during June and July as a part of the Title I Summer school.

While a total of 4292 public and 243 non-public children participated in all phases of Title I, the greatest number for any single instructional program was 3503 in all levels of corrective reading. Evaluation of the corrective reading program was based on a pretest-posttest comparison of results on the Gates-MacGinitie Vocabulary Test and the Gates-MacGinitie Reading Comprehension Test. It was expected that pupils would show one month of gain on the reading tests for each month of instruction. An analysis of the test results revealed that 62 percent of the pupils achieved at least one month's gain per month of instruction on the Gates-MacGinitie Vocabulary Test. On the Comprehension section, 61 percent also gained at least one month per month of instruction. This represents an improvement of about four percent over the previous year.

Results of the Primary Math Project for pupils in kindergarten, first and second grades showed that 79 percent of all program participants met or exceeded this objective.

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WICHITA, KANSAS

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GENERAL CONTEXT

Wichita is a metropolitan community of approximately 267,000 people located in south-central Kansas. The city is surrounded by highly productive agricultural lands with wheat being the leading farm product. Most notable is the aircraft manufacturing industry which includes Boeing, Beech, Cessna and Gates Lear Jet. Oil explorations and refinery operations are also important segments of the economy. In mid-March 1974 from a total labor force of 177,500 individuals, 171,250 were employed and 6,250 unemployed. The unemployment rate was about 3.5%. This compares with 5.5% in last year's report and 6.6% for the year before. Some temporary fluctuations in the labor market have resulted from seasonal variations and from the energy crisis.

Within the city are a total of 130 accredited schools which serve approximately 64,000 children. There are 101 public schools; 79 are elementary schools, grades K-6; 16 are junior high schools, grades 7-9; and six are senior high schools, grades 10-12. Included in the total number of schools are eight special purpose schools. These include three pre-school centers, a school for innovative programs in grades 4-6, a special education center, a metropolitan type secondary school for alienated youth, and educational programs in a detention facility and a hospital. On September 15, 1973, there were 55,592 children in the public schools. There were another 6,449 pupils in 22 parochial or private schools. About 2,400 individuals of school age were estimated not to be in attendance at any schools. About 12,500 pupils were estimated to come from low income families. The racial composition of the school age population is 85 percent White, 14 percent Black, and one percent Oriental, Mexican American and American Indian. A very high percentage of the non-white pupil population is concentrated in the northeast quadrant of the city.

An initial comprehensive needs assessment was conducted prior to the implementation of Title I in Wichita in 1966. A joint research effort conducted by the Wichita Public Schools, Community Planning Council Research Staff, and the Community Action Program identified the geographic areas of the city where high concentrations of low income and welfare families resided. Committees of school personnel determined through standardized test data and through staff questionnaires a list of concerns regarding needs of children in the target

areas. The four priority needs selected pertained to achievement, behavior, culture, and health concerns. Activities were designed to meet these concerns. For several years, the improvement of reading and activities related to reading received major consideration. In the past three years, the improvement of mathematical achievement has received attention and a primary mathematics program has been instituted. Reading, however, continues as the major thrust of the total project.

Per pupil expenditures from non-federal funds were $558 in fiscal 1968, $616 in fiscal 1969, $699 in fiscal 1970, $769 in fiscal 1971, $859 in fiscal 1972 and $917 in fiscal 1973. Fiscal 1974 expenditures are expected to exceed those of the previous year.

At the close of the 1973-74 school year, Wichita will have provided Title I service to its educationally deprived children for eight and one-half years. Over this time period, beginning with the second semester 1965-66, there has been a gradual evolution in the concept of Title I from a broad, global thrust to a more concentrated instructional impact in fewer schools for fewer children. Funding restrictions and federal guidelines were partially responsible for the shift in emphasis, but also, and importantly, local experience pointed to the need for more concentrated effort. The pattern of future Title I involvement appears to be following the already established trend toward fewer programs and younger pupil age groups as recipients of services. Major emphasis may be expected to continue in the areas of reading and mathematics.

Since the summer of 1967 each year some funds were set aside to conduct a Title I summer school. Summer school activities reached their peak in 1972 when approximately 35 separate programs were funded with about $400,000. In 1973 tighter federal monetary policies forced a cutback in most programs and consequently the current summer program was directed toward improving reading and mathematics achievement in eleven selected summer school centers. For 1974 the summer program emphasis remained unchanged, however only about $147,000 was available.

An integration plan which involves large scale bussing of pupils has been in effect since the fall of 1971. Under this plan no school is allowed to have more than 25 percent or fewer than eight percent of its pupils from the black population. Where local neighborhood housing patterns permit schools to fall within these acceptable standards no bussing for integration purposes is required.

02.00

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE

CORRECTIVE READING

PROGRAM

1973-74

Funded by ESEA PL 89-10
Title I
Project 74008

Prepared by
W. E. Turner, Research Specialist

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1974

CORRECTIVE READING PROGRAM, 1973-74

SUMMARY

The 1973-74 Title I Corrective Reading Program served approximately 3500 different participants. This is equivalent to about 2200 pupils when adjustments are made to account for short time lengths spent by some pupils in the program. About 50 percent of the Title I budget is applied to reading or reading related services. This program began in 1966 and has gone through some evolutionary changes since.

Participant grade levels ranged from one to nine. The early elementary grades and seventh grade received most emphasis in terms of number of pupils enrolled. Thirty-nine point five teaching positions and 26.5 instructional aide positions were funded.

Measures of mean gains in months for each month of Corrective Reading were determined by teacher evaluation and pre-posttesting on two subtests of the Gates MacGinitie Reading Tests. The proportion of pupils who achieved at least month per month gains, as specified in program objectives, ranged from 50 to 79 percent across the two evaluation measurements. Data from the Severe Corrective Reading program were also reported. The reading program was recommended for continuation.

ACTIVITY CONTEXT

Corrective reading has been a major component of the Wichita Title I project since 1966. Approximately 50 percent of the Title I funds received locally have been applied directly to the reading program. Specialized reading instruction is provided in grades one through nine. Current trends in reading emphasize prevention rather than remediation so there is a concentration of effort directed toward the primary grade levels. At the junior high school level, the seventh grade receives most attention. Integration has dispersed many Title I eligible pupils throughout the city thus making delivery of concentrated Title I services difficult.

PROGRAM DESCRIPTION

Scope

Wichita's Title I target pupil population is concentrated in 18 elementary school residence areas. However, with total integration accomplished through a massive bussing effort, eligible pupils attend 56 other elementary schools. In addition Title I eligible pupils also attend five parochial schools in the target area. Minority pupils who are bussed for integration reside in three of the 18 Title I residence areas. Since those three schools have 85 percent of their resident pupils bussed to 56 other elementary schools, they are also treated as extended service centers. Title I target schools receive the service of a Special Reading Teacher. Extended service schools are grouped into clusters because there are not enough pupils needing corrective reading to justify even a half time corrective reading position. There were 10 clusters of three or four schools each.

Personnel

Thirty-nine point five corrective reading positions were distributed with 35.8 positions at the elementary school level and 3.7 at the junior high school level. Supporting the reading teachers were 26.5 instructional aides.

Procedures

Corrective reading is comprised of six phases:

(1) Identification. The classroom teacher makes referrals to the special reading program.
(2) Screening. The special reading teacher selects pupils most likely to profit from corrective reading procedures.

(3) Diagnosis. The special reading teacher administers tests and uses other methods to pinpoint reading difficulties.

(4) Scheduling. The special reading teacher arranges pupils into instructional groups.

(5) Instruction. The exact method depends upon the severity of the disability, individual needs, class needs and teacher preference. Various kinds of equipment and teaching machines are used, including controlled readers, tachistoscopes, filmstrip projectors, record players, tape recorders, and overhead projectors. The maximum size of instruction groups is as follows:

TYPE	SESSIONS PER WEEK	GROUP
Mild Corrective	2-3	5 to 8 children
Corrective	3-4	3 to 5 children
Severe Corrective and/or Remedial	4-5	2 to 3 children
Reading Improvement (Junior High)	5	15 children

The SRT meets an average of 50-70 pupils per day.

Several types of reading systems were in use by the special reading teachers. Some teachers used a combination of systems or electic approach. A brief description of the main features of each system follows:

A. Fountain Valley Teacher Support System

This program provides a comprehensive prescriptive support system to teachers of reading. It consists of 77 tests covering 277 behavioral objectives for grade levels one through six. The system provides teachers with a method of diagnosis of student deficiencies within reading grades, reteaching prescription, pretest for fast learners and post-test for average and slow learners.

B. Educational Development Laboratories
Listen, Look, and Learn (LLL) System

An LLL Lab is a multi media communications skill instructional system for primary and intermediate grades.

C. RX Phonics System

The RX Reading Program is a multisensory, self-correctional program designed to provide the teaching and reinforcement necessary to master the skills of letter recognition, common nouns and pictures, basic sight words and phonetic word analysis. It is a completely structured prerecorded series of 160 lessons and 80 tape cassettes.

D. Distar System

This program is geared toward those children who are expected to encounter difficulty learning to read and who exhibit language deficiencies. A highly structured reading skills development approach is used.

E. Hoffman System

This system employs an audio-visual approach keyed with high motivational materials. The pupil is seated in front of a viewer which simulates a TV receiver. As visual material is displayed on the viewer the pupil records his responses on paper. Language arts and phonics are combined in this system.

(6) Evaluation. The special reading teacher continually monitors pupil progress through formal and informal test methods.

Budget

A. Personnel

35.8 Elementary positions		$496,284*	
3.7 Junior High positions			
26.5 Instructional aides		85,371	
Aide training stipends			
5 half days @ 15		2,295	
1 half day @ 10			
* includes substitute pay			
1 driver - Severe Corrective program		4,350	
1 clerk (2 months)		800	$589,100

B. Contract Services

Transportation (Severe Corrective)			
CEC leased vehicle (12 mos.)	1,443		
Lawrence leased vehicle	850	2,293	
Consultant services	8,800		
Staff seminar (Summer '74)	9,000	17,800	20,093

C. Other Expenses

Auto allowance and travel	2,900		
Other transportation	1,656		
Cultural enrichment	500		
Other Instr. Exp.-Parents	720		
Replacement and Maintenance of equipment	1,260		
Supplies	71,964		
Equipment	31,800		110,800
			$634,622

Based on a total of 3503 participants, the direct per pupil cost of the Corrective Reading Program was $181.17. This figure approaches $300.00 when based on full time equivalent numbers.

EVALUATION

The main goals for Corrective Reading pupils in grades two through nine were improvement of word recognition and reading comprehension skills.

1. Pupils enrolled in Corrective Reading, grades two through nine, will improve their vocabulary skills by at least one month for each month of instruction as measured by the mean vocabulary grade score on the Gates MacGinitie Reading Test.
2. Pupils enrolled in Corrective Reading, grades two through nine, will improve their comprehension skills by at least one month for each month of instruction as measured by the mean comprehension grade score on the Gates MacGinitie Reading Test.
3. First grade pupils enrolled in special reading will improve their reading readiness knowledge as shown by satisfactory progress on tests accompanying the basal reader as shown by second semester measurements.

Corrective Reading participation statistics are shown in Table 02.1. These figures are unduplicated and account for any pupil who was scheduled into the program regardless of the length of his stay. Severe Corrective participation is shown in Table 02.2. Stated in terms of full time equivalent pupils (FTE) which may be interpreted as one pupil in class for one hour per day for 180 days, there were approximately 2200 FTE pupils, public and non-public. Per pupil cost on this basis amounts to $288.46.

Performance of first grade pupils as determined by teacher judgment was available for 102 pupils enrolled in corrective reading and 14 pupils in severe corrective reading. Seventy percent and fifty percent respectively of the pupils in the two programs were judged to have made progress in reading of one or more months per month of instruction.

Test results by grade level for corrective reading pupils are shown in Tables 02.3, 02.4, and 02.5. On the vocabulary section, from 53 to 75 percent of the pupils made monthly gains, that is, one month's gain for each month of instruction. Overall, 43 percent made gains of 1.5 months or more. Results on the comprehension subtest were similar with a range from 50 to 79 percent making monthly gains. For the entire groups 46 percent made gains of 1.5 or greater. Sixty-one percent of the pupils had monthly gains. Pre and posttest results were available for about 78 percent of all pupils enrolled in the corrective reading program. This is a good improvement from the previous year when only 60 percent of the pupils had both test results.

Table 02.5 shows pretest and posttest means and mean gains for the same groups of pupils on the two subtests. Also shown are the average number of months for each grade between pretest and posttest. With the exception of ninth grade (only 4 pupils) every grade level had a mean gain which was in excess of the mean number of instructional months between pretest and posttest. This further substantiates the findings of monthly gains from the two previous tables.

TABLE 02.1

GRADE, SEX, AND RACE OF PUPIL PARTICIPATION IN TITLE I CORRECTIVE READING

1973-74

Grade	Sex				Race*										Totals	
	Male		Female		1		2		3		4		5			
	P**	NP**	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP
1	154	3	129	2	114	5	1		160		7		1		283	5
2	331	10	277	7	303	16	6		289		9	1	1		608	17
3	283	14	223	9	233	11	4		249	9	13	3	7		506	23
4	211	16	194	13	163	16	1		225	9	13	4	3		405	29
5	165	6	154	7	121	8	2		184	5	11		1		319	13
6	152	8	128	6	116	9	2		153	4	7	1	2		280	14
7	8		109		148				36		11				195	
8	39		29		49				13		6				68	
9	2		3		2				3						5	
Totals	1423	57	1246	44	1249	65	16		1312	27	77	9	15		2669	101
	1480		1290		1314		16		1339		86		15		2770	
Percents	53.4		46.6		47.4		0.6		48.3		3.1		0.5			

* 1=White, 2=Oriental, 3=Black, 4=Mexican American, 5=American Indian

**P=Public-NP=Non-Public

02.06

TABLE 02.2

GRADE, SEX, AND RACE OF PUPIL PARTICIPANTS IN TITLE I SEVERE CORRECTIVE READING

1973-74

Grade	Sex				Race*										Totals	
	Male		Female		1		2		3		4		5			
	P**	NP**	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP
1	13		3		7		1		8						16	
2	86		42		63		3		58		4				128	
3	59		25		27		1		50		3		3		84	
4	76	1	39		40	1	6		62		6		1		115	1
5	67		34		33		3		58		5		2		101	
6	74	1	28		32		1		64	1	4		1		102	1
7	58	3	29	1	44	4			33		10				87	4
8	40	2	17	1	20	1			24	1	12	1	1		57	3
9	15		19		14				13		7				34	
Totals	488	7	236	2	280	6	15		370	2	51	1	8		724	9
	495		238		286		15		372		52		8		733	
Percents	67.5		32.5		39.0		2.0		50.8		7.1		1.1			

* 1=White, 2=Oriental, 3=Black, 4=Mexican American, 5=American Indian

**P=Public - NP=Non-Public

02.07

TABLE 02.3

MONTHLY GAINS SCORED BY CORRECTIVE READING PUPILS
ON GATES-MACGINITIE (VOCABULARY SUBTEST)

1973-74

Grade	Number Pupils Tested	Number and Percent of Pupils Making Monthly Gains							
		0-.7		.71-1.0		1.01-1.5		1.51+	
		No.	%	No.	%	No.	%	No.	%
1	18*	4	22.2	1	5.6	5	27.8	8	44.4
2	504	120	23.8	50	9.9	119	23.6	215	42.7
3	469	130	27.7	43	9.2	117	24.9	179	38.2
4	368	116	31.5	48	13.0	62	16.8	142	38.6
5	294	108	36.7	29	9.9	64	21.8	93	31.6
6	266	94	35.3	20	7.5	38	14.3	114	42.9
7	190	45	23.7	3	1.6	13	6.8	129	67.9
8	65	18	27.7			3	4.6	44	67.7
9	4	1	25.0					3	75.0
Totals	2178	636	29.2	194	8.9	421	19.3	927	42.6

Percents may not add to 100 because of rounding
Includes non-public pupils
* Does not include pupils in Distar program

TABLE 02.4

MONTHLY GAINS SCORED BY CORRECTIVE READING PUPILS
ON GATES-MACGINITIE (COMPREHENSION SUBTEST)

1973-74

Grade	Number Pupils Tested	Number and Percent of Pupils Making Monthly Gains							
		0-.7		.71-1.0		1.01-1.5		1.51+	
		No.	%	No.	%	No.	%	No.	%
1	18*	7	38.9			4	22.2	7	38.9
2	504	152	30.2	47	9.3	96	19.0	209	41.5
3	469	137	29.2	42	9.0	83	17.7	207	44.1
4	368	140	38.0	36	9.8	64	17.4	128	34.8
5	294	109	37.1	23	7.8	43	14.6	119	40.5
6	266	68	25.6	16	6.0	40	15.0	142	53.4
7	190	40	21.1	1	.5	10	5.3	139	73.2
8	65	19	29.2			6	9.2	40	61.5
9	4	2	50.0					2	50.0
Totals	2178	674	30.9	165	7.6	346	15.9	993	45.6

Percents may not add to 100 because of rounding
Includes non-public pupils
* Does not include pupils in Distar program

TABLE 02.5

SUMMARY OF PRETEST AND POSTTEST MEANS GRADE EQUIVALENTS
ON GATES MACGINITIE VOCABULARY AND COMPREHENSION SUBTESTS
TITLE I CORRECTIVE READING PUPILS

1973-74

N=2178

Grade	Number Pupils Tested	Vocabulary			Average Number Months Pre to Post	Comprehension		
		Pretest Mean	Posttest Mean	Months Gain		Pretest Mean	Posttest Mean	Months Gain
1	18*	1.0	1.8	8	4.5	1.2	1.7	5
2	504	1.6	2.5	9	7.0	1.5	2.4	9
3	469	2.2	3.0	8	7.0	2.0	2.9	9
4	368	3.0	3.9	9	7.1	2.6	3.4	8
5	294	3.5	4.3	8	6.9	3.0	3.9	9
6	266	4.0	5.0	10	6.8	3.5	4.6	11
7	190	5.3	6.6	13	3.3	5.4	6.7	13
8	65	6.6	7.5	9	1.9	6.8	8.1	13
9	4	6.6	8.0	14	3.7	8.1	8.1	-

Includes non-public
*Does not include pupils in Distar program

TABLE 02.6

MONTHLY GAINS SCORED BY SEVERE CORRECTIVE READING PUPILS
ON GATES MACGINITIE (VOCABULARY SUBTEST)

1973-74

Grade	Number Pupils Tested	Number and Percent of Pupils Making Monthly Gains							
		0-.7		.71-1.0		1.01-1.5		1.51+	
		No.	%	No.	%	No.	%	No.	%
1	5							5	100.0
2	97	52	53.6	8	8.2	23	23.7	14	14.4
3	65	28	43.1	4	6.2	17	26.2	16	24.6
4	92	38	41.3	6	6.5	16	17.4	32	34.8
5	87	30	34.5	9	10.3	18	20.7	30	34.5
6	81	44	54.3	1	1.2	12	14.8	24	29.6
7	82	26	31.7	5	6.1	5	6.1	46	56.1
8	55	24	43.6	4	7.3	4	7.3	23	41.8
9	29	13	44.8					16	55.2
Totals	593	255	43.0	37	6.2	95	16.0	206	34.7

Percents may not add to 100 because of rounding
Includes non-public pupils

TABLE 02.7

MONTHLY GAINS SCORED BY SEVERE CORRECTIVE READING PUPILS
ON GATES MACGINITIE (COMPREHENSION SUBTEST)

1973-74

Grade	Number Pupils Tested	Number and Percent of Pupils Making Monthly Gains							
		0-.7		.71-1.0		1.01-1.5		1.5+	
		No.	%	No.	%	No.	%	No.	%
1	5							5	100.0
2	97	50	51.5	14	14.4	19	19.6	14	14.4
3	65	38	58.5	6	9.2	7	10.8	14	21.5
4	92	46	50.0	9	9.8	13	14.1	24.	26.1
5	87	46	52.9	11	12.6	12	13.8	18	20.7
6	81	35	43.2	11	13.6	9	11.1	26	32.1
7	82	23	28.0	2	2.4	2	2.4	55	67.1
8	55	21	38.2	2	3.6	4	7.3	28	50.9
9	29	15	51.7			3	10.3	11	37.9
Totals	593	274	46.2	55	9.3	69	11.6	195	32.9

Percents may not add to 100 because of rounding
Includes non-public pupils

TABLE 02.8

SUMMARY OF PRETEST AND POSTTEST MEAN GRADE EQUIVALENTS
ON GATES MACGINITIE VOCABULARY AND COMPREHENSION SUBTESTS
TITLE I SEVERE CORRECTIVE READING PUPILS

1973-74

N=593

Grade	Number Pupils Tested	Vocabulary			Average Number Months Pre to Post	Comprehension		
		Pretest Mean	Posttest Mean	Months Gain		Pretest Mean	Posttest Mean	Months Gain
1	5*	0	1.6	16	4	0	1.3	13
2	97	1.4	1.9	5	6.8	1.3	1.9	6
3	65	1.6	2.2	6	7.3	1.6	2.0	4
4	92	2.3	2.9	6	6.0	2.2	2.6	4
5	87	2.6	3.3	7	6.6	2.3	2.8	5
6	81	3.1	3.6	5	5.8	2.6	3.1	5
7	82	3.8	4.7	9	3.7	3.2	4.5	13
8	55	4.3	4.9	6	4.7	4.0	4.9	9
9	29	4.6	5.4	8	5.5	4.1	4.8	7

Includes non-public pupils

* The five pupils tested include three who were classified as having learning disabilities. None of the five pupils was able to respond to the pretest, hence the pretest mean of zero is probably inaccurate and thus is reflected in the large mean gains on the vocabulary and comprehension subtests.

Tables 02.6, 02.7, and 02.8 present the same type of information for the severe corrective reading program. With pupils who have the severity of reading problems which cause them to be categorized as severe corrective, the 33 to 35 percent making 1.5 months gain per month of instruction seems to surpass expectation. Roughly half of the pupils gained one month for each month in the program.

RECOMMENDATIONS

It is the opinion of the evaluator that the reading program in this district is worthy of merit. Results over the past three or four years have been steadily improving. The program has received national recognition. The approach to reading is prescriptive or eclectic, that is, it is tailored to the individual pupil.

With the large number of pupils to be identified each fall, a means of speeding up the identification process needs to be developed and implemented. Ideally, the classroom teacher should be able to tell from class lists received on the first day of school which pupils live in Title I target areas and who are also below certain cutting scores on standardized tests. This kind of information would allow for pupil referrals to special reading teachers during the first week of school. Actual specialized instruction time could be lengthened by starting earlier in the year.

The Corrective and Severe Corrective Reading programs are recommended for continuation.

03.00

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE

PRIMARY MATHEMATICS

PROJECT

1973-74

Funded by ESEA PL 89-10
Title I
Project 74008

Prepared by
W. E. Turner, Research Specialist
Department of Program Evaluation

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1974

PRIMARY MATHEMATICS PROJECT, 1973-74

SUMMARY

The Title I Primary Mathematics Project has been in existence since early 1970 with two planned stages, development and implementation. Starting on a pilot basis in one school the project has grown to inclusion in fifteen elementary schools. The program is designed for pupils in kindergarten, first, and second grades and presumes minimal dependence on written materials. A math laboratory and a mathematics instructional aide are essential elements in the program. Costs are approximately $100 per pupil. Of about 900 pupils with complete test data, 79.4% met or exceeded the stated program objectives. These pupils were from the most educationally deficient in the school population. The program was recommended for continuation.

PROGRAM DESCRIPTION

Scope

The Primary Mathematics Project was originally planned to be executed in two phases. The first phase, developmental, was planned for the school years 1969-70 and 1970-71. Because a mathematics specialist was not identified until January 1970 the main developmental phase did not begin until second semester 69-70. Preliminary planning, course developments, and orientation of volunteer teachers in the pilot school were accomplished. The school year 1970-71 was utilized for further planning, experimentation, and curriculum development. The second phase, implemental, began with the 1971-72 school year.

This program was designed around a central theme that pupils should begin to develop mathematical concepts along with or even before they were able to decipher the printed page, ie, read. Hence, the curriculum places minimal dependence on reading ability and is designed for pupils of kindergarten, first, and second grade levels.

A chronological sequence of Title I elementary schools involved in this project from its beginning is shown below.

Developmental Phase		Implemental Phase		
Jan. 1970	1970-71	1971-72	1972-73	1973-74
(Planning)	Mueller	x	x	x
		Ingalls	x	x
		Irving	x	x
		Kellogg	x	x
		MacArthur	x	x
		Rogers	x	x
			Funston	x
			Lincoln	x
			Park	x
			Waco	x
			Washington	x
			Wells	x
				Dodge
				Longfellow
				Payne

All but two Title I elementary schools are participating during the current year's project.

Personnel

Three mathematics consultants and fourteen mathematics aides were directly funded from Title I monies. Also working in the program were the Coordinator of Mathematics who acted as Project Director and ninety-three teachers all paid from local sources.

The mathematics aides were responsible for assisting project teachers in improving the math skills of their pupils. Principal duties were to:

(1) Administer the oral pretest and posttest to each kindergarten and first grade child in the project.

(2) Construct visual aids for use in the classroom when requested by teacher or consultant. These visual aids included: interest center devices, games for motivational drill, overhead projector transparencies, and various other teaching aids.

(3) Reproduce test materials as requested by teachers for classroom use.

(4) Give oral tests to children for concept mastery when requested by teachers.

(5) Work with students in the math lab as directed by the teacher. (Approximately 75% of the aides' time was utilized in this activity).

(6) Construct the math games that were used in the lab.

(7) Conduct tours of the math lab and demonstrate the various games to non-project teachers who visited the math lab.

Duties of the math consultants were to:

(1) Observe math lessons and techniques periodically to insure ongoing progress in the Primary Math program.

(2) Upon request, provide demonstrations appropriate to the concept currently being taught in the classroom.

(3) Assist in the evaluation of concept developments for the students in the program in order to individualize instruction.

(4) Assist the classroom teacher in developing a workable plan for the implementation of the math program in her classroom.

(5) Conduct inservice meetings with the teachers at their specific grade levels.

(6) Assist the coordinator of mathematics in conducting summer workshops for teachers new to the project.

(7) Assist the Coordinator of Mathematics in revising the current Primary Math program.

(8) Order supplies and see that they are distributed.

(9) Provide an inventory of Title I equipment purchased by the program.

(10) Meet with the Coordinator of Mathematics to discuss common concerns and to offer suggestions.

Duties of the teachers as they relate specifically to the Primary Math Project are to:

(1) Teach math to all children in their classrooms and to ensure that each child develops his math potential to its maximum.

(2) Teach → evaluate → reteach and re-evaluate for concept mastery.

(3) Group children for math instruction. (Each group may work on a different concept or the same concept at different levels).

(4) Inform the lab aide <u>in writing</u> (on Friday) of the concepts to be worked on with each lab group for the coming week, with suggestions for possible lab activities.

(5) Participate in the inservice training activities provided by the program.

(6) Keep the children's skill sheets current.

(7) Use the adopted math text <u>only</u> as a supplement to the Primary Math Program.

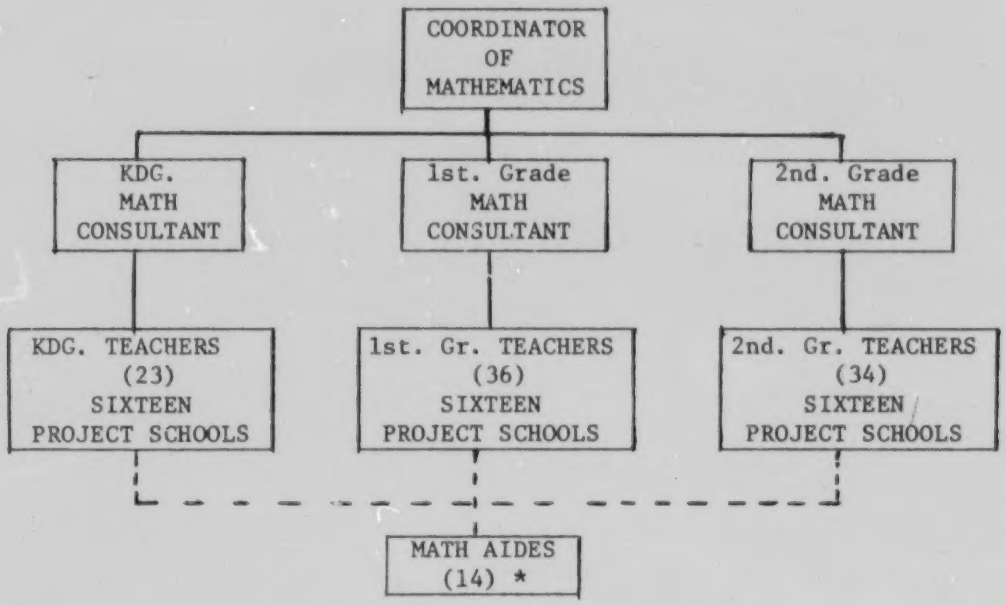
(8) Identify and provide additional instructional time for those children in the Title I schools who rank in the lower one-third of the class in concept development.

ORGANIZATIONAL STRUCTURE OF

PRIMARY MATHEMATICS

PROJECT
1973-74

THIRD YEAR OF IMPLEMENTATION PHASE


COORDINATOR OF MATHEMATICS
KDG. MATH CONSULTANT
1st. Grade MATH CONSULTANT
2nd. Grade MATH CONSULTANT
KDG. TEACHERS (23) SIXTEEN PROJECT SCHOOLS
1st. Gr. TEACHERS (36) SIXTEEN PROJECT SCHOOLS
2nd. Gr. TEACHERS (34) SIXTEEN PROJECT SCHOOLS
MATH AIDES (14) *

* 12 schools have full time aides	12.0
4 schools have half time aides	2.0
Total	14.0

Procedures

The previous lists of duties of the various types of personnel give some insight into the procedures that are followed in this program. The span of development within this program is viewed as having four phases. Pupil involvement is the key to concept development throughout the levels or stages. Below is a flow chart of the phases including pupil activities.

CHART 1

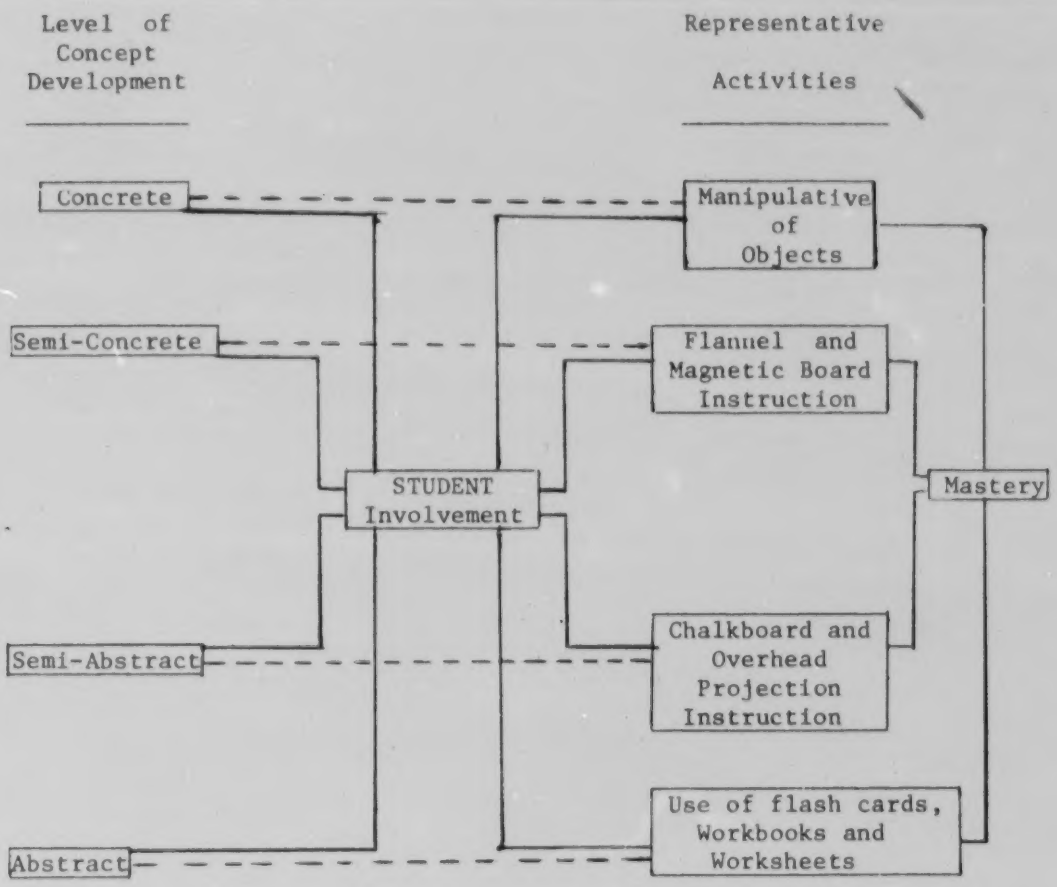
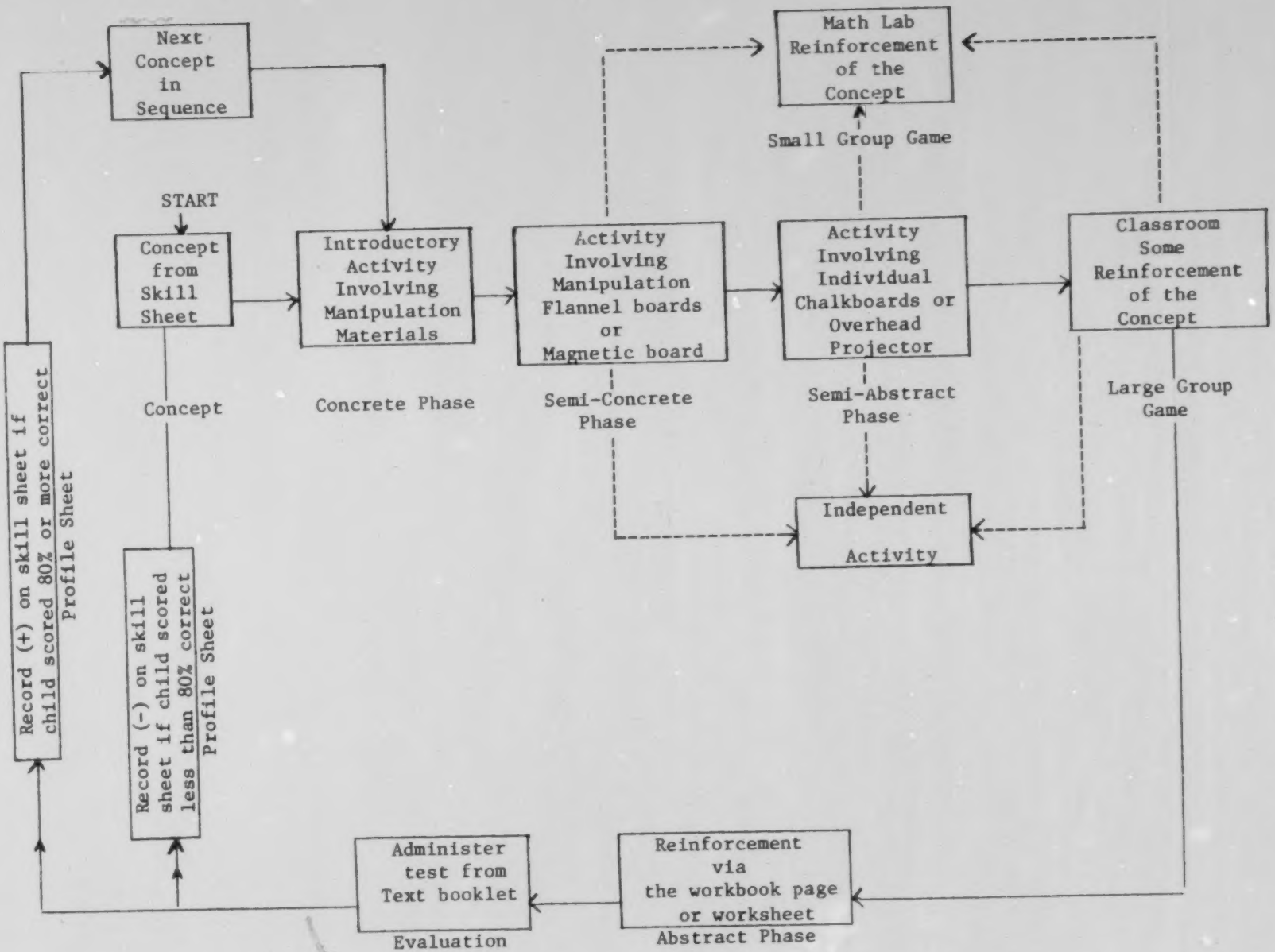


Chart 2 following demonstrates the flow of pupils through the program and demonstrates more clearly the actual working of the program.

CHART 2


Next Concept in Sequence
Math Lab Reinforcement of the Concept
Small Group Game
START
Concept from Skill Sheet
Introductory Activity Involving Manipulation Materials
Activity Involving Manipulation Flannel boards or Magnetic board
Activity Involving Individual Chalkboards or Overhead Projector
Classroom Some Reinforcement of the Concept
Concept
Concrete Phase
Semi-Concrete Phase
Semi-Abstract Phase
Large Group Game
Record (+) on skill sheet if child scored 80% or more correct Profile Sheet
Record (-) on skill sheet if child scored less than 80% correct Profile Sheet
Independent Activity
Administer test from Text booklet
Evaluation
Reinforcement via the workbook page or worksheet
Abstract Phase

A Program of Mathematics for the Primary Grades (rev. Mar. 73) published by the Division of Curriculum Services, USD 259, Wichita, Kansas states in its introduction:

"The trend in mathematics is away from the text and cookbook recipe kind of mathematics and toward extensive laboratory work and open-ended experiments. Students are encouraged to move forward as rapidly as possible on an individual basis, with the more able students being encouraged to explore related projects. The imaginative and innovative teacher is freed from the tight textbook approach to mathematics.

Children must, from the beginning, be exposed to the structure of mathematics. They find concepts intensely interesting, can discover and make use of patterns and relationships, can think creatively and analytically, and are stimulated by and interested in new mathematical topics. Also, the learning process is shorter and more effective when it is based upon a conceptual approach that emphasizes the discovery of ideas.

When the actual experiences of children are used as the source of classroom activities, teachers will have little difficulty in making the work interesting and closely related to the needs of individual learners.

Students cannot learn by being told. They must see, hear, feel, smell, and taste for themselves. The terms hot, sharp, and wet have no meaning for children until they actually experience the physical sensations associated with each word.

Piaget[1] emphasizes two things about active learning. First, a child must be allowed to do things over and over again and thus reassure himself that what he has learned is true. Second, this practice should be enjoyable. Anyone who has observed the look of sheer joy that enlivens the face of a young child when he succeeds in opening a door, standing up on skates, or solving a puzzle, will support Piaget on this point. Unfortunately, too many adults do not regard this as learning. Many still equate learning with work, and work with discomfort or unpleasantness. In fact, one of the most difficult problems for progressive teachers to overcome is the suspicion that many parents have for programs which their children obviously enjoy. "If they like school that much, they can't be working hard enough to learn anything."

This program is not one where children memorize a vast number of facts. It is a program designed to teach children exactly what certain facts mean. Many children have no understanding of what is going on in mathematics. They may be able to memorize statements such as $7 + 3 = 10$, or $10 - 3 = 7$ without the slightest idea of what those statements really mean. For these children, mathematics is an unending mystery. It will remain a mystery unless they are taught in a logical and precise manner exactly what mathematical statements mean.

---

[1]Edith E. Biggs and James R. Maclean. Freedom to Learn. Redding, Massachusetts: Addison Wesley, 1969.

Examples of the Primary Math Skills sheet are shown on pages 03.09 and 03.10. The skills listed are those which a child is expected to master as he progresses through the three grades, kindergarten, first, and second. As a child is tested for concept mastery, the date of test is recorded along with the symbols "+" if he scored 80% or more correct or a "-" if he scored less than 80%. It is expected that copies of the skill sheets will accompany the child as he progresses from grade to grade so that each receiving teacher can ascertain very quickly at what level to begin his instruction.

Teachers in schools which were entering the Primary Math Program for the first time and new teachers in other project schools were given an intensive two-week workshop prior to the opening of school. The workshop was conducted by the Coordinator of Mathematics who was the original developer of the Primary Math Program. The math consultants assisted. Math aides attended a one-week workshop. Further inservice training sessions were conducted throughout the school year.

Budget:

Budgeted direct costs of this project were as follows:

Salaries			
(3)	Primary Math Consultants	$32,995	
(14)	Instructional Aides	42,730	
(1)	Secretary (during workshop)	100	$75,825
Training Stipends			
(92)	Teachers	$ 2,760	
(14)	Instructional Aides	420	$ 3,180
Supplies			$ 3,000
Other			
	Telephone	$ 258	
	Workshop (Summer 74)	9,000	
	Consultants	400	
	Auto allowance and travel	2,100	
	Equipment	1,000	
	Parent Education	300	$13,058
Total			$95,063

Based on the number of Title I pupil participants, 917, the per pupil cost was $103.67.

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PRIMARY MATH SKILLS

School _____ Name _____

Teacher _____ Grade _____

Comparisons	Size		Height		Weight		Length		Volume		Sets		Age	
	Large	Small	Tall	Short	Heavy	Light	Long	Short	More	Less	More	Less	Old	Young
Positional Relationship	Under	Over	Top	Bottom	Front	Back	High	Low	Far	Near	Between			
Counting by Ones	Rational to 10		Rote-Rational to 20		Rote-Rational to 100		Serial to 10		Ordinals to Fifth		Ordinals to Tenth		Ordinals to Twentieth	
Counting by Twos	Rational to 20		Rote to 100		Counting by Fives		Rational to 50		Rote to 100		Counting by Tens to 100		Counting by Hundreds to 1000	
Recognition of Sets	0-3		0-4		0-5		0-6		0-7		0-8		0-10	
One-to-One Matching	Equivalent		Non-Equivalent		Number Word Recognition		One to Ten		One to Fifty		One to One Hundred		One to One Thousand	
Recognition of Numerals	1-5		1-10		1-20		1-50		1-100		1-500		1-1000	
Forming Sets for Numerals	1-5		1-7		1-9		1-11		1-13		1-15		1-20	
Matching Numerals with Sets	1-5		1-7		1-9		1-11		1-13		1-15		1-20	
Writing Numerals	1-5		1-10		1-20		1-50		1-100		1-500		1-1000	
Order of Numbers	1-5		1-10		1-20		1-50		1-100		1-500		1-1000	
Number Comparisons	Before		After		Between		One More or One Less		Less Than		Greater Than		Even and Odd Numbers	
Conservation of Sets	1-4		1-6		1-8		1-10		1-12		1-14		1-18	
Joining Sets	1-4		1-6		1-8		1-10		1-12		1-14		1-18	
Addition Facts	1-4		1-6		1-8		1-10		1-12		1-14		1-18	

PRIMARY MATH SKILLS

School _____ Name _____

Teacher _____ Grade _____

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Separating Sets	1-4	1-6	1-8	1-10	1-12	1-14	1-18
Subtraction Facts	1-4	1-6	1-8	1-10	1-12	1-14	1-18
Place Value	Ones	Tens	Hundreds	Expanded Notation	Regrouping	In Addition	In Subtraction
Addition Concepts	Commutative Property	Associative Property	Missing Addend	3 Addends	2 Digit Addends No Renaming	2 Digit Addends With Renaming	3 Digit Addends No Renaming
Subtraction Concepts	Vertical Subtraction	2 Digit No Renaming	2 Digit With Renaming	3 Digit No Renaming			
Equivalent Subsets	Twos	Threes	Fours	Fives			
Multiplication Facts	1-2	1-3	1-4	1-5	Multiplication Concepts	Commutative Property	Vertical Multiplication
Understands the Symbols	+	-	×	<	>	=	□
Use of the Number Line for	Order 1-10	Order 1-20	Addition Facts to 10	Addition Facts to 18	Subtraction Facts to 10	Subtraction Facts to 18	Multiplication Facts to 5
Fractions	1/2	1/4	3/4	1/3	2/3		
Measurement of Capacity	Cup	Pint	Quart	Gallon	Cup-Pint	Pint-Quart	Quart-Gallon
Measurement of Time	Month	Day	Hour	Half Hour	Quarter Hour		
Measurement of Length	Foot	Inch	Half Inch	Quarter Inch			
Measurement of Money	Penny	Nickel	Dime	Quarter	Half-Dollar	Dollar	Values
Geometry	Inside Closed Curve	Outside Closed Curve	On Closed Curve	Recognition of Triangle	Recognition of Square	Recognition of Rectangle	Recognition of Circle

Legend: + and Date-Indicates Mastery (Tested on indicated date and scored 80% or more correct)
- and Date-Indicates Needs Improvement (Tested on indicated date and scored less than 80% correct)

EVALUATION

Three performance objectives, one for each grade level, were selected for evaluation. These were as follows:

1. Kindergarten primary math project pupils will demonstrate an increase in mathematics readiness as shown by their responses pretest and posttest to an orally administered locally developed achievement test. The number and percent who score 50 or more on posttest of a possible 60 points or who make a growth of 15 points will be reported.

2. First grade primary mathematics pupils will demonstrate an increase in their knowledge of mathematical concepts in addition and subtraction as shown by their responses pretest and posttest to a 100-point locally developed achievement test (40 points oral, 60 points written). The number and percent who score 80 or more on posttest or who make a growth of 35 points will be reported.

3. Second grade primary mathematics pupils will demonstrate an increase in their knowledge of mathematical concepts in addition, subtraction, and multiplication as shown by their responses pretest and posttest to a 100-point locally developed achievement test (all written). The number and percent who score 80 or more or who make a growth of 25 points will be reported.

Pretest and posttest results for each grade level are shown in Tables 03.1, 03.2, and 03.3. Participation statistics are shown in Table 03.4. Pupils who did not have both pretest and posttest scores are not included in this report.

Each table shows the mean pretest and mean posttest for each school as well as the mean gain. Also shown are the number and percent of pupils who met or exceeded the specified objective. The same information is shown for the total grade level. Eighty-nine percent of the kindergarten pupils met the objective with a range among the participating schools of 70.8 to 100 percent. At the first grade level, 77.8 percent of the participants met the objective with a range of 50.0 to 91.7 percent. The second grade group had 71.4 percent meeting the objective with a range of 33.3 to 100 percent by schools. Overall, 728 of 917 (79.4%) pupils met or exceeded the goal.

While not highly correlated there appears to be some indication that the percentage of pupils meeting objectives is not as great in schools which were in their first year of participation in the Title I Primary Math program. The above statement does not hold true, however, at the kindergarten level.

TABLE 03.1

TITLE I
PRIMARY MATHEMATICS
KINDERGARTEN
1973-74

SCHOOL	N	PRETEST MEAN	POSTTEST MEAN	MEAN GAIN	NUMBER POSTTEST SCORES > 50 OR WITH 15 POINT GAIN	PERCENT
DODGE	22	30.6	48.8	18.1	18	81.8
FUNSTON	16	25.8	44.7	18.9	13	81.3
HARRY STREET	21	25.4	47.1	21.8	18	85.7
INGALLS	14	33.4	51.6	18.2	12	85.7
IRVING	51	40.6	54.8	14.1	48	94.1
KELLOGG	14	31.9	56.2	24.4	14	****
LINCOLN	13	34.5	51.8	17.2	13	****
LONGFELLOW	20	32.9	51.7	18.8	20	****
MACARTHUR	15	27.0	49.7	22.7	14	93.3
MUELLER	18	30.6	50.9	20.3	16	88.9
PARK	7	27.9	49.3	21.4	6	85.7
PAYNE	24	23.9	41.1	17.2	17	70.8
ROGERS	29	26.4	48.4	22.0	25	86.2
WACO	17	25.5	50.5	25.1	17	****
WASHINGTON	13	31.8	55.9	24.1	12	92.3
WELLS	6	21.7	41.8	20.2	4	66.7
TOTAL	300	30.6	50.1	19.5	267	89.0

:::::: INDICATES 100% OF PUPILS MET OBJECTIVE

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TABLE 03.2

TITLE I
PRIMARY MATHEMATICS
FIRST GRADE
1973-74

SCHOOL	N	PRETEST MEAN	POSTTEST MEAN	MEAN GAIN	NUMBER POSTTEST SCORES > 80 OR WITH 35 POINT GAIN	PERCENT
DODGE	24	29.7	68.5	38.8	15	62.5
FUNSTON	13	40.5	80.1	39.6	11	84.6
HARRY STREET	29	33.0	74.5	41.6	24	82.8
INGALLS	12	43.2	79.1	35.8	9	75.0
IRVING	42	51.0	86.2	35.2	38	90.5
KELLOGG	9	40.0	76.9	36.9	5	55.6
LINCOLN	2	30.5	62.0	31.5	1	50.0
LONGFELLOW	25	33.5	69.4	35.9	17	68.0
MACARTHUR	22	34.8	78.4	43.6	19	86.4
MUELLER	24	41.4	78.6	37.3	20	83.3
PARK	12	38.5	78.1	39.6	11	91.7
PAYNE	30	32.2	72.6	40.4	23	76.7
ROGERS	33	31.3	73.0	41.6	24	72.7
WACO	25	34.8	77.2	42.4	17	68.0
WASHINGTON	9	46.3	93.1	36.8	7	77.8
WELLS	9	44.1	84.8	40.7	8	88.9
TOTAL	320	37.6	76.7	39.1	249	77.8

::::::: INDICATES 100% OF PUPILS MET OBJECTIVE

TABLE 03.3

TITLE I
PRIMARY MATHEMATICS
SECOND GRADE
1973-74

SCHOOL	N	PRETEST MEAN	POSTTEST MEAN	MEAN GAIN	NUMBER POSTTEST SCORES > 30 OR WITH 25 POINT GAIN	PERCENT
DODGE	25	45.6	78.1	32.5	21	84.0
FUNSTON	15	53.4	83.4	30.0	13	86.7
HARRY STREET	23	50.8	74.1	23.3	16	69.6
INGALLS	12	48.4	80.1	31.7	10	83.3
IRVING	39	55.6	78.1	22.5	30	76.9
KELLOGG	7	51.3	78.9	27.6	5	71.4
LINCOLN	9	37.3	83.1	45.8	9	****
LONGFELLOW	25	52.5	75.3	22.8	15	60.0
MACARTHUR	16	49.8	73.6	23.8	10	62.5
MUELLER	15	42.5	69.8	27.3	11	73.3
PARK	3	44.0	65.3	21.3	1	33.3
PAYNE	28	47.0	67.1	20.1	13	46.4
ROGERS	33	50.6	78.6	28.0	24	72.7
WACO	21	46.8	76.5	29.7	16	76.2
WASHINGTON	13	38.0	66.3	28.3	7	53.8
WELLS	13	54.2	80.5	26.3	11	84.6
TOTAL	297	49.1	75.8	26.6	212	71.4

**** INDICATES 100% OF PUPILS MET OBJECTIVE

TABLE 03.4
PARTICIPATION STATISTICS
TITLE I
PRIMARY MATHEMATICS PROJECT
1973-74

GRADE	SEX		RACE *					RACE NOT REPORTED	TOTAL
	MALE	FEMALE	1	2	3	4	5		
Kindergarten	130	170	163	4	57	21	4	51	300
First	168	152	184	1	77	15	1	42	320
Second	136	161	194	2	82	18	1		297
TOTALS									
Number	434	483	541	7	216	54	6	93	917
Percent	47.3	52.7	65.7	.8	26.2	6.7	.7		

* Race Key: 1=White, 2=Oriental, 3=Black, 4=Mexican American, 5=American Indian

RECOMMENDATIONS

The number of pupils participating in this program nearly doubled over the previous year. Stated objectives were altered slightly this year as recommended in last year's evaluation report. Basic mastery concepts are clearly stated and a systematic approach has been developed to teach these concepts. Step-by-step progress is logged for each child. This program appears to have achieved its stated objectives at an acceptable level considering that only the most deficient pupils are scheduled.

The Primary Math Program is recommended for continuation. It should be operated in all Title I elementary schools and consideration should be given to the possibility of expansion to upper elementary grade levels provided sufficient funds are available so that a dilution of effort does not occur.

04.00

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE

NEGLECTED CHILDREN'S

INSTITUTIONAL PROGRAM

1973-74

Funded by ESEA PL 89-10
Title I
Project 74008

Prepared by
W. E. Turner, Research Specialist

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1974

NEGLECTED CHILDREN'S PROGRAMS, 1973-74

SUMMARY

Three local homes for neglected children participated in this project for the 1973-74 school year. All three homes used the services of nine teachers to provide remedial, corrective or tutored instruction in reading and mathematics. While the combined Washington approved case load for the three homes was 100 the total number of pupils participating in the Title I project was 133. Pupil turnover accounts for the larger number. A relatively small number of pupils had both pre and posttest scores upon which to judge progress toward the stated objectives. The project was recommended for continuation with some modifications.

ACTIVITY CONTEXT

Children living in an institutional setting may not experience some of the close family relationships found in the average home and hence, may not enjoy some of the satisfactions of having a parent express an interest in the child's school experience. It was felt by Title I project directors that some kind of compensatory effort needed to be directed toward the residential homes for neglected children. Conferences with institutional directors established the kinds of programs most desired.

For the school year 1966-67 Title I funds were made available to provide enrichment opportunities for neglected pupils in music, art and physical education. The program was continued the next two years and expanded with the addition of corrective reading instruction and counseling services. Mathematics instruction was also added for 1968-69. 1969-70 saw the addition of arts, crafts, and home economics to the enriched offerings. The offerings for 1970-71, 1971-72 and 1972-73 were supplemented with a physical education component. In 1973-74 the total emphasis was placed on reading and mathematics.

PROGRAM DESCRIPTION

Scope

A total of 133 children were involved in the two components of the Neglected Children's Program. The main goal of the program was to provide the children with additional reinforcement in reading and mathematics.

Personnel

Coordination for the project was provided as an additional duty of the Title I Model Cities Coordinator. Because of the arrangement no direct salary charge was attributed to the neglected programs. Functions performed throughout the year by the coordinator were as follows:

1. Acted as liaison among teachers, institutional directors, and Title I administration in matters relating to the project.
2. Supervised teachers in project.
3. Organized and conducted inservice training for project teachers.
4. Made routine checks of supply items.
5. Conducted conferences with regular teachers of institutional children.
6. Provided individual help where needed.
7. Provided automobile for field trips.
8. Made recommendations for changes in program.

Nine teachers were employed from among the district's regular staff. In most cases the teaching assignment for the institutional program was similar to the teacher's regular assignment.

Procedures

This report covers the school year of 1973-74 during the time programs were conducted in the three homes for neglected children, Maude Carpenter, Phyllis Wheatley, and Wichita Children's Home. Program emphasis was on the improvement of basic skills in reading and mathematics. Procedures employed were similar to those used in the regular Title I day programs in the public schools. Children were grouped according to their need. Some were placed in remedial groups, some in corrective groups, and some received individual tutoring instruction. Pupils met with teachers one, two, or three times per week according to need.

Instructor schedules in the homes were as follows:

Maude Carpenter

Reading	6-8 p.m. MWF	6 hours/week
Mathematics	5-7 p.m. T	
	6-8 p.m. Th	4 hours/week

Phyllis Wheatley

Reading	6-8 p.m. MWF	6 hours/week
Mathematics	6-8 p.m. TTh	4 hours/week

Wichita Children's Home

Reading	6-8 p.m. MWF	6 hours/week
Mathematics	6-8 p.m. TTh	4 hours/week

Budget

Part time Instructors	(9)	$ 10350
Instr. Aides (2)		324
Teaching Supplies		1350
Equipment		540
Bus-Community Related Experiences		75
Community Related Academic Experiences		1189
Totel		$ 13828

Based on the Washington approved case load of 100 children for the three institutions combined, the average per pupil expenditure amounts to $138.28.

EVALUATION

Programs for neglected children were planned to provide an additional input into the range of experience of institutionalized children. Emphasis was given to the strengthening of basic academic skills. The objectives were stated as follows:

1. Children residing in institutions for neglected children will improve their reading knowledge as shown by posttest scores greater than pretest scores on the Gates-MacGinitie Reading Tests.

2. Children residing in institutions for neglected children will improve their mathematics skills as shown by posttest scores greater than pretest scores on a locally developed mathematics skill sheet.

Participation statistics are shown in Table 04.1. There were slightly more boys than girls as well as more white than black children. No other minority races were represented.

Reporting of test results is practically meaningless. From a total of 78 pupils who participated in the reading program, 56 were pretested. Only 11 had posttest scores. Of these 11, nine made a gain, one remained the same and one regressed two percentile points, an amount which could have occurred by chance. A somewhat similar situation occurred with the mathematics testing. Of 111 who participated, 73 were pretested and 29 had both pre and post data. Only three grade level groups had more than three pupils with complete test data. These were the 6th, 8th, and 9th.

Both the sixth and eighth grades had mean gains of 4.8 raw score points while the ninth grade gained 3 points. Overall, of the 29 pupils with both scores, 23 were greater on posttest.

TABLE 04.1

PARTICIPATION STATISTICS FOR NEGLECTED CHILDREN'S PROGRAMS
1973-74

Grade	Sex		Race*					Total
	M	F	1	2	3	4	5	
PK	2	1			3			3
K	4	5	9					9
1	4	4	3		5			8
2	6	6	10		2			12
3	6	4	8		2			10
4	6	5	10		1			11
5	11	7	15		3			18
6	3	5	4		4			8
7	10	4	8		6			14
8	10	6	7		9			16
9	6	4	3		7			10
10	2	7	4		5			9
11		1			1			1
12		2			2			2
Ung.		2	1		1			2
Total	70	63	82		51			133
	52.6	47.4	61.7		38.3			

* 1=White, 2=Oriental, 3=Black, 4=Mexican American, 5=American Indian

RECOMMENDATIONS

Some of the problems encountered with data collection in this project point out the difficulty of applying conventional objectives to an atypical setting. Pupils residing in institutions have missed many background experiences which are taken for granted in many families. If possible, within guidelines, this project should attempt to provide some of those experiences rather than being limited to giving the child more of what he has been getting in day school. Some provision needs to be instituted to account for pupil participation in terms of frequency, that is, whether in an activity one, two, or three times per week. Revision of data collection forms is needed. The program should be continued with modifications.

05.00

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE

BUSINESS EDUCATION AND MATHEMATICS FOR

DELINQUENT CHILDREN PROJECT

1973-74

Funded by ESEA PL 89-10
Title I
Project 74008

Prepared by
W. E. Turner, Research Specialist

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1974

BUSINESS EDUCATION AND MATHEMATICS FOR DELINQUENT CHILDREN PROJECT, 1973-74

SUMMARY

The Business Education and Mathematics for Delinquent Children Project was designed to provide for a continuity of business and mathematics course instruction with a mathematics emphasis for those pupils detained at Lake Afton. Instruction was provided by one business education teacher. Throughout the year 91 pupils participated in the program. Their average length of enrollment was 50 school days. About 85 percent of the pupils enrolled achieved the major objective of C or better grades in their courses.

ACTIVITY CONTEXT

During 1973-74 the site of this program was Lake Afton Boys School, a resident detention facility administered by the Sedgwick County Juvenile Court. Educational programs operated within the boys school are administered by the Department of Special Education of the Wichita Public Schools. Some Title I programs were started during the summer of 1967 for institutional residents. Girls who were residents of Friendly Gables were also included in the Title I programs. Friendly Gables was closed in February 1972 and since that time the total Title I delinquent institutional input has been directed toward Lake Afton.

It had been found that many pupils who were transferred from a regular high school to the delinquent institution had to drop courses such as business mathematics and were unable to make up the lost work when they were returned to their regular junior or senior high school. During the academic year of 1967-68, a business education teacher was provided by Title I funds on a half-time basis for each detention home to help pupils keep up in business education courses already started before being assigned to the detention homes. The program was dropped for the 1968-69 school year for lack of funds but has been in operation every year since. With the closing of Friendly Gables, the teacher was assigned full time to Lake Afton.

PROGRAM DESCRIPTION

Scope

Pupils served by this program were those who were adjudged delinquent by the Juvenile Court and subsequently assigned to Lake Afton Boys School. The main purpose of this part of the Title I program was to provide an opportunity whereby boys assigned to the resident home could continue enrollment in business education and mathematics courses.

Procedure

This report covers the academic year of 1973-74. Small group instruction methods were utilized since the total class enrollment at any one time seldom exceeded six pupils. The instructor had available eight typewriters, one calculator, and one adding machine. Instruction was given in Typing and in Business Mathematics. Tutorial instruction was also given in Business Survey, Bookkeeping, and Current Business Events.

Budget

The 1973-74 budget for this program included the following items:

Instructor salary (1)	$11,357
Teaching supplies	300
Mileage	612
Total	$12,269

Based on the number of pupils enrolled the per pupil cost was $134.82. On a per pupil full time basis, however, the per pupil cost is adjusted to $490.76.

EVALUATION

The main purpose of this segment of the Title I services directed toward delinquent pupils was to help continue the pupils' education in business education and mathematic courses which had begun at the home school. Since business education courses are elective in the secondary schools, the entire delinquent residential population is not involved in this program.

Objective 1: Delinquent boys assigned to the delinquent institution will be provided with the opportunity to continue their business education and mathematics courses as shown by the employment and assignment of a business education teacher.

Objective 2: Delinquent institutional pupils in business education and mathematics classes will earn at least a "C" grade as shown by record submitted by the business education teacher.

Table 05.1 shows participation data for the program.

Throughout the year 91 different pupils were participants in the program. There were 6 pupils who were assigned to the detention home for a second period. Length of enrollment in the program ranged from 5 to 156 days with an overall average of 49.6 school days. This represent an 11 day increase from the previous year. Seventh, eighth, and ninth grades accounted for nearly 80 percent of the total enrollment. Racial composition was slightly skewed toward black when compared with the general population make-up.

Seventy-seven of the 91 pupils achieved grades of C or better. Only 14 earned less than C.

TABLE 05.1

RACE AND LENGTH OF ENROLLMENT BY GRADE IN
BUSINESS EDUCATION AND MATHEMATICS
FOR DELINQUENT CHILDREN
1973-74

Grade	Race * 1	2	3	4	5	Total	Average Number Days Enrolled
Fifth	1					1	97.0
Seventh	9		5	1		15	48.5
Eighth	23	1	5		1	30	49.2
Ninth	17		8	1		26	49.3
Tenth	7		7	1		15	42.9
Eleventh	3					3	74.7
Twelfth					1	1	63.0
Total	60	1	25	3	2	91	49.6
Percent	65.9	1.1	27.5	3.3	2.2	100.0	

* Race 1=White, 2=Oriental, 3=Black, 4=Mex. Amer., 5=Amer. Indian.

TABLE 05.2

DISTRIBUTION OF COURSE GRADES BY GRADE LEVEL
BUSINESS EDUCATION AND MATHEMATICS
FOR DELINQUENT CHILDREN
1973-74

Grade Level	Course Grade Earned					Total	Percent
	A	B	C	D	F		
Fifth			1			1	1.1
Seventh		2	7	6		15	16.5
Eighth		7	19	4		30	33.0
Ninth		3	21	2		26	28.6
Tenth		1	12	2		15	16.5
Eleventh			3			3	3.3
Twelfth		1				1	1.1
Totals:							
Number	0	14	63	14	0	91	
Percent *	0	15.4	69.2	15.4	0		100.0

* Percents may not add to 100 because of rounding.

RECOMMENDATIONS

Continuation of the emphasis upon improvement of basic mathematics skills among delinquent pupils should receive high priority in this program. Some consideration of the possibility of introducing an advanced version of the Primary Math program system should be considered. The delinquent school instructor would need to be involved in the teacher training programs for that system.

06.00

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE

PRESCHOOL PROGRAM

1973-74

Funded by ESEA PL 89-10
Title I
Project 74008

Prepared by
Gerald R. Riley, Research Specialist

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1974

PRESCHOOL, 1973-74

SUMMARY

A total of 228 pupils were involved in this Title I preschool program. One hundred thirteen were four-year-olds and 115 were three-year-olds. The objective of 90 percent of the pupils in the program one year would score at the 50th percentile or above as measured by the Caldwell Preschool Inventory was achieved. Home visits by teachers totaled 287. There were 29 meetings for parents of three-year-olds and 14 meetings for parents of four-year-olds. Emphasis was placed on parental involvement in the program for three-year-olds. In early March, a Toy Loan Library was added to the program for three-year-olds. In the three months that it was in operation it appeared to be a successful addition to the program.

ACTIVITY CONTEXT

Title I preschool programs began in Wichita during the 1969-70 school year. Sixteen pupils who were on the Head Start waiting list were in this first group. The program was expanded in 1970-71 to include two classes of approximately 20 pupils each. The present program organizational format was initiated in 1971-72 and included 111 children. In 1972-73, 227 pupils were enrolled: 119 were four-year-olds and 108 were three-year-olds.

PROGRAM DESCRIPTION

Scope

A total of 228 pupils were involved in this preschool program. The program for three-year-olds included 113 participants. The program for four-year-olds included 115. These totals represent all pupils who were enrolled at some time during the year.

The program included six classes for four-year-olds, six classes for three-year-olds, and one class for emotionally disturbed children. Classes were one-half day, five days per week, except three classes for three-year-olds met four days per week. Two of the six classes for four-year-olds were started in February, 1974.

The emphases in this program were on language readiness skills, development of positive self concept, and physical coordination.

Personnel

The personnel involved in the program included the following:

one program director (.2 position - 12 months)
two full-time teachers of four-year-olds to February, 1974, then three full-time
three full-time teachers of three-year-olds
one full-time teacher of the emotionally disturbed
two full-time paraprofessional parent educators for Toy Loan program which began March, 1974
one parent educator (.2 position), Toy Loan program
one social worker (.1 position)
two full-time parent coordinators
one nurse (.2 position)
one counselor (.1 position)
one speech therapist (.2 position)
one baby sitter (part-time for parent meetings)
one full-time secretary
four full-time instructional aides to February, 1974, then six full-time
one custodian (.5 position)

Procedures

This report covers the activities of the school year 1973-74. The program was located at the Little Early Childhood Education Center operated by the Wichita Public Schools.

The main classroom activities included individual interaction with materials, small group activities and sequential activities. The activities were designed to further social adjustment, cognitive development, physical coordination, and language development.

Some of the areas covered during the year were self concept, shapes and colors, health and hygiene, number concepts, and sensory experiences. Many of the activities were structured around seasons of the year and holidays.

Pupils in the room for the emotionally disturbed were placed there from the regular classes. All were returned to regular classes at some time during the year. Parents of pupils in the class for emotionally disturbed received assistance with home management of the child.

A number of field trips were taken by each class. Those taken by four-year-olds included:

Fire stations	Shopping center
City park	Zoo
Circus	Farm
Department store	City Library

The trips by three-year-olds included walks to a city park, walks around the neighborhood, and a walk to a nearby apartment house.

The pupils were provided hot lunches. Efforts to provide families some assistance with clothing and household needs were coordinated through the program and provided by contributions from local business firms and civic groups.

Teachers and parent coordinators visited in the homes of pupils many times during the year. The teachers of three-year-olds had one half-day per week released time to make home visits.

Meetings for parents were held throughout the school year. The parent coordinators were responsible for planning the meetings. In addition to the meetings, parents were encouraged to carry out home activities that would aid in their child's development. Field trips were also provided parents so they would be more aware of community resources. The types of meetings included the following:

Parents of three-year-olds	Parents of four-year-olds
General orientation	Orientation
Open House	Child Behavior
Foods and Nutrition	Foods and Nutrition
Cooking	Human Relations
Educational Toy Workshop	Child Guidance
Child Behavior	Picnic
Field Trip to City Library	
Video tape of classroom activities (included teacher explanation)	
Toy Loan Library	
Art Activities	
Child Guidance	
Parent Dinner	
Picnic	

A Toy Loan Library program for the three-year-olds was initiated in early March, 1974. This additional program sought to involve parents in the home-teaching of their children with materials from the Toy Library. A long-term goal of the program is to help parents realize the contribution they can make to their children's education by being knowledgeable about and reinforcing school experiences. This program included a professional parent educator and two paraprofessional parent educators. The paraprofessional parent educators primarily made home visitations to encourage use of the Toy Loan Library and to demonstrate to parents the use of the materials.

Materials in the Toy Loan Library are described below as general types of materials. Following each general type are specific examples of materials.

Picture Books
- Things I Like to Do
- Little, Big, Bigger

Books for Parents
- Teach Your Child to Talk
- Baby Learning Through Baby Play; a Parents Guide to the First Two Years

Books with accompanying record which "reads" the book as the child follows by looking at the pictures in the book. Most of the books with records encourage the child's imagination.
- Gilberto and the Wind
- In the Forest
- Over in the Meadow

Others in this group included traditional stories.
The Little Drummer Boy
The Tale of Peter Rabbit

The library includes 74 different kinds of toys (240 total). The toys are intended to help teach preschool skills such as number concepts, color concepts, reading readiness, science readiness, shape, size, speech, sound, vocabulary, and perceptual-motor skills. Examples of toys are listed below.

Add-a-Rack (a primary logic-educational toy consisting of 15 colored balls and a rack)
Bead-O-Graph (an assortment of cylinder and cube shaped beads, 10 dowell sticks and a peg board)
Color Lotto (11" x 11" wooden frame with 18 matching color squares)
Coordinator Board (wooden inlay puzzle)
Stacking Squares (a base with a pole and 16 squares of different sizes and colors)
Threading Block (a red plastic block with attached cord)
Beads and Laces (a cylinder shaped container with 100 cubes, cylinder, and spheres with six laces)
Colored Cubes (nine cubes suitable for matching)
Inset Shapes Board
Arithmetic Logic Blocks (Sixty-piece set of geometric shapes with leaflet and guide)
Hundred Board (pegboard, pegs and teaching guide)
Primary Cut-Outs (144 felt cut-outs with teaching guide)
Spinner Boards (a spinner board, three cover squares, pictures and alphabet card and a bag of discs)
Alpha Board (flannel board with lettering and complete alphabet)
Animal Dominoes
Go Together Lotto (Six lotto boards and 36 match-up cards)
Guess Whose Ears (Ten lift-up puzzle cards with instructions)
What Goes With What? (Ten lift-up puzzle cards)

A checklist was designed for the paraprofessional parent educators to complete for each home visit and a portion of the parent questionnaire included questions to sample parent response to the Toy Loan program.

Budget

The total budget was $134,494. The per pupil cost was $589.89.

EVALUATION

The specific objectives selected for evaluation were:

To increase cognitive skills including development of pre-mathematics concepts of position, number and time.
To develop discrimination skills in color, shape, categorization, function, physical properties and sensory discrimination.

The above objectives were measured by the Cooperative Preschool Inventory, by Bettye M. Caldwell, Revised Edition, 1970, published by Educational Testing Service. The stated performance level objective was 90 percent of the pupils in the program one year would score at the 50th percentile or above.

An additional objective was to gain parental involvement in the program for three-year-olds. This objective was to be measured by responses to a questionnaire and attendance at meetings planned for parents. The performance level of this objective was stated as 75 percent positive responses to selected questions on the questionnaire and 50 percent of the parents would attend at least nine meetings during the year.

The number of participants by sex and race are given in the tables on the following page.

TABLE 06.1
SEX AND RACE OF THREE-YEAR-OLDS

RACE	1	2	3	4	5	TOTAL
Male	20	-	27	3	-	50
Female	17	-	37	4	2	60
Total	37	-	64	7	2	110*
Percent	34%	-	58%	6%	2%	

TABLE 06.2
SEX AND RACE OF FOUR-YEAR-OLDS

RACE	1	2	3	4	5	TOTAL
Male	22	-	36	1	-	59
Female	17	-	38	1	-	56
Total	39	-	74	2	-	115
Percent	34%	-	64%	2%	-	

TABLE 06.3
SEX AND RACE TOTALS FOR ALL GROUPS

RACE	1	2	3	4	5	TOTAL
Male	42	-	63	4	-	109
Female	34	-	75	5	2	116
Total	76	-	138	9	2	225*
Percent	34%	-	61%	4%	1%	

*Does not include three pupils for whom data was not available.

RACE KEY: 1. Caucasian
2. Oriental
3. Negro
4. Mexican-American
5. American Indian

Attendance data for the three-year-olds and four-year-olds programs are given in the following tables.

TABLE 06.4
ATTENDANCE DATA FOR THREE-YEAR-OLDS

	A.D.M.*	A.D.A.**	% ATTENDANCE
a.m. 5 days per week	45.3	32.8	77
p.m. 4 days per week	47.2	34.6	73

TABLE 06.5
ATTENDANCE DATA FOR FOUR-YEAR-OLDS

	A.D.M.*	A.D.A.**	% ATTENDANCE
a.m. 5 days per week	47.8	36.9	78
p.m. 5 days per week	49.6	37.2	76
Total	97.4	74.1	77

* Average Daily Membership
** Average Daily Attendance

The Preschool Inventory (PSI) was given as a pretest in the fall of 1973 and as a posttest in the spring of 1974. Classroom teachers administered both pre and posttests.

The results for 77 three-year-olds tested spring, 1974, were the 90th percentile based on national norms. The 57 four-year-olds who took the spring test scored at the 89th percentile.

The results of the pretest and posttest for three and four-year-olds who were in the program all year are given in Table 06.6.

TABLE 06.6
RESULTS OF THE CALDWELL PRESCHOOL INVENTORY
FOR
THREE AND FOUR-YEAR-OLDS

	NATIONAL PERCENTILES		
	PRETEST Fall, 1973	POSTTEST Spring, 1974	z SCORE GAIN
Four-year-olds a.m. N=26	63	92	1.08
Four-year-olds p.m. N=28	45	85	1.17
Total Four-year-olds N=54	54	89	1.13
Three-year-olds a.m. N=33 (5 days per week)	48	90	1.33
Three-year-olds a.m. N=40 (4 days per week)	48	91	1.39
Total Three-year-olds N=73	48	91	1.39

Percentile scores are not on a linear scale; therefore, numerical percentile values cannot be subtracted to determine relative gains. Percentiles were converted to z scores, then subtracted to give a true indication of relative gains.

The results shown in Table 06.6 indicate that both three-year-olds and four-year-olds made substantial gains.

Ninety-four percent of the three-year-olds who were in the program one year scored at the 50th percentile or above on the Preschool Inventory.

Ninety-three percent of the four-year-olds in the program at least one year scored at the 50th percentile or above.

The objective of 90 percent of the pupils in the program one year would score at the 50th percentile or above was met.

Parent participation was an important component of this program with emphasis placed on the program for three-year-olds.

The parent participation objectives were (a) positive attitude toward the educational process, (b) positive feelings about their ability to contribute to their children's learning experiences, (c) familiarity of educational objectives, (d) implementation of child guidance techniques within the home setting, (e), utilization of nutritional information in home, (f) use of adjunctive services of Title I as measured by a locally designed questionnaire, and (g) 50 percent of the parents will attend at least nine meetings.

Parent Questionnaire

A questionnaire for parents in the program for three-year-olds was sent to 90 parents in early May, 1974. The purpose of the questionnaire was to use the results to help determine if the objectives of the parent program were met. Twenty-eight questionnaires were completed and returned. Three were returned as undeliverable by the Postal Department.

With only 28 of the possible 87 questionnaires returned, it cannot be concluded that the returns were a representative sample; therefore, whether the objectives were or were not met for the entire program cannot be concluded except where supporting data are available.

The results of the questionnaire are given in Table 06.7.

TABLE 06.7
RESULTS OF TITLE I THREE-YEAR-OLD
PRESCHOOL PROGRAM PARENT QUESTIONNAIRE
1973-74

Total Questionnaires Returned - 28 Total Meetings - 15

1. How many of the parent meetings have you attended this school year?

Number of Meetings Attended

none - 2	five - 5	ten - 1	fifteen - 3
one - 2	six - 0	eleven - 0	unknown - 1
two - 0	seven - 0	twelve - 3	no response - 1
three - 1	eight - 4	thirteen - 0	
four - 3	nine - 0	fourteen - 2	

Average number of meetings attended was 7.4

2. Have the meetings been interesting and useful to you? (check one)

Always 14 (50%) Most of the time 9 (32%) A few times 2 (7%)

Almost never 1 (4%) No Response 2 (7%)

3. Have you tried new foods or new cooking methods which you learned in parent meetings?

Yes 12 (43%) No 14 (50%) No Response 2 (7%)

4. Have you tired some of the child guidance methods which you learned at parent meetings?

Yes 23 (82%) No 3 (11%) No Response 2 (7%)

5. Do you feel you understand the reasons for the different classroom activities? (check one)

Always 10 (36%) Most of the time 14 (50%) Sometimes 3 (11%) Almost never 1 (4%)

6. Have you talked with the school nurse?

Yes 20 (71%) No 8 (29%)

If you answered "Yes", was she (check one)

A great help 5 (25%) Helpful 15 (75%) Little or no help 0

7. Have you talked with the school counselor?

Yes 11 (39%) No 15 (54%) No Response 2 (7%)

If you answered "Yes", was she (check one)

A great help 6 (55%) Helpful 5 (45%) Little or no help 0

8. Have you talked with the school speech teacher?

Yes 12 (43%) No 14 (50%) No Response 2 (7%)

If you answered "Yes", was she (check one)

A great help 3 (25%) Helpful 9 (75%) Little or no help 0

9. Have you talked with the parent coordinator?

Yes 21 (75%) No 5 (18%) No Response 2 (7%)

If you answered "Yes", was she (check one)

A great help 9 (43%) Helpful 12 (57%) Little or no help 0

10. Please list some of the most important things you feel your child has learned this year.

Response	Number	Response	Number
Different colors	12	Coordination	1
Get along better with other children	11	General help	1
Numbers	7	Her address	1
Sizes and shapes	4	How to make different things	1
Communicate better	3	Improved memory	1
Letters (alphabet)	3	Listen	1
Recognize name	3	Longer attention span	1
Songs	2	Love of books	1
Accept responsibility	1	Love of family and teachers	1
Cleanliness	1	NO RESPONSE	4

11. Have you borrowed materials (toys, books, etc.) from the school library at Little School?

Yes 21 (75%) No 4 (14%) No Response 3 (11%)

IF YOU ANSWERED "YES" TO QUESTION 11, PLEASE ANSWER THE REMAINING QUESTIONS.

12. What materials did you find most useful?

Response	Number	Response	Number
Books	13	Games	1
Toys	4	Pegboard	1
Color Blocks	3	Puzzle	1
Everything	1	Records	1

13. Did you enjoy making toys at the parent meetings at school?

Yes 18 (86%) No 3 (14%)

14. Do you feel you have been able to help your child through your activity in this program?

Yes 19 (90%) No 0 Some 1 (5%) No Response 1 (5%)

15. Did you and your child play together with the materials?

Yes 20 (95%) No 0 No Response 1 (5%)

16. Did other members of your family play with your child and the materials?

Yes 17 (81%) No 4 (19%)

17. Did your child play alone with the materials?

Yes 17 (81%) No 4 (19%)

18. Has the home librarian from the school visited in your home?

Yes 10 (48%) No 11 (52%)

If so, was this visit (check one)

A great help 2 (20%) Helpful 8 (80%) Little or no help 0

19. How would you rate the usefulness of these materials in helping you teach your child?

A great help 13 (62%) Helpful 7 (33%) Little or no help 1 (5%)

Parent objective (a): Items two and ten on the questionnaire were examined to determine whether objective (a) was met. On item two, 82 percent of the respondents indicated "most of the time" or "always". Fifty percent indicated "always". On item ten, 86 percent of the respondents listed one or more things which their child had learned in the program. Four did not respond to the question. Additionally, the 21 respondents to the Toy Loan part of the questionnaire indicated strong positive reaction to this part of the program.

Parent objective (b): Items 14 and 19 indicate that through the Toy Loan program they are able to help their children learn. Ninety percent of the parents who participated in the Toy Loan program felt they had been able to help their children through activity in the program. Sixty-two percent felt the materials had been "a great help" in helping the parent teach the child. Thirty-three percent thought they were helpful.

Parent objective (c): Questionnaire item five indicates that 86 percent of the respondents felt that they understood the reasons for class activities "always" or "most of the time". Thirty-six percent felt they "always" understood while 50 percent indicated "most of the time".

Parent objective (d): On questionnaire item four, 82 percent of the parents indicated they had tried some of the child guidance methods learned in meetings.

Parent objective (e): The responses on questionnaire item three indicate that less than half the respondents utilized nutritional information learned from meetings. Forty-three percent indicated they had tried them while 50 percent said they had not. Seven percent did not respond to the question.

Parent objective (f): The use of adjunctive services by parents responding to the questionnaire reached the 75 percent level only with the parent coordinator. The nurse, counselor, and speech therapist did not reach this level, although 71 percent indicated they had talked with the nurse. In addition to the questionnaire, a report was available from the nurse. This report indicated 243 home contacts were made, including both three and four-year-olds. She also reported 80 health histories were obtained for three-year-olds which would indicate a parent contact for each one. These figures indicate that the 75 percent level was exceeded by the nurse. A report available from the counselor indicates that the 75 percent level was not reached. A report was not available from the speech therapist.

The nurse, counselor, and speech therapist served both three and four-year-olds part-time, while the parent coordinator was assigned full-time to the three-year-old program. The nurse served both programs a total of two-tenths full-time, the counselor one-tenth full-time, and the speech therapist two-tenths of full-time. It would seem unrealistic for the part-time personnel to achieve the same level of contacts as the full-time person.

The respondents who did have contact with these personnel did indicate positive responses. In the "helpful" and "very helpful" categories the parents gave 90 percent positive responses. None indicated that they received "little or no help".

Parent objective (g): From the responses to the questionnaire and examination of records of attendance at parent meetings, it was concluded that less than 50 percent of the parents attended nine or more meetings.

It should be again noted that the evaluation of parent objectives (a), (b), (c), (d), and (e) were based on incomplete data. Sufficient additional data were available for objectives (f) and (g).

In summary, the available data give some indication that objectives (a), (b), (c), and (d) were met and (e) was not. Objective (f) was partially met and objective (g) was not met.

A total of 415 home visits and 435 parent contacts by phone were made by the parent coordinators. The teachers made a total of 287 home visits, 206 parent contacts by phone, and 234 parent contacts at school. The teachers of three-year-olds made 185 home visits, teachers of four-year-olds 66, and the teacher of the emotionally disturbed made 36 home visits.

Some of the major reasons for home visits included the following:

Child had attendance problem
Child had problem at school
Explanation of school program to parents
Health and/or clothing needs
Transportation problem
Teacher wanted to become acquainted with family
Check enrollment
Discuss child's progress
Discuss parent volunteer work

Toy Loan Librarian

A checklist for the paraprofessional parent educators was prepared by the director and the evaluator. Complete reports on home visitations were available from one of the two paraprofessionals. The tabulated results of home visitations are given in Table 06.8.

TABLE 06.8

TITLE I PRESCHOOL TOY LOAN PROGRAM
CHECKLIST FOR PARAPROFESSIONAL PARENT EDUCATORS
TABULATED RESULTS

1. Was this your first visit to this home? (check which number if not first visit)

	No.	% of Initial Visit
Initial Visit	34	100%
Second Visit	24	71
Third Visit	17	50
Fourth Visit	11	32
Fifth Visit	3	9
Sixth Visit	1	3

2. What was the attitude of the parent(s) in general regarding school?

	Total		First		Second		Third		Fourth		Fifth		Sixth	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Positive	87	97	32	94	23	96	17	100	11	100	3	100	1	100
Slightly pos.	3	3	2	6	1	4	-	-	-	-	-	-	-	-
Neutral	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Negative	-	-	-	-	-	-	-	-	-	-	-	-	-	-

3. What was the general attitude of the parent(s) regarding the Toy Loan program and your visit?

	Total		First		Second		Third		Fourth		Fifth		Sixth	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Enthusiastic	62	69	10	29	21	88	16	94	11	100	3	100	1	100
Accepting	26	29	22	65	3	12	1	6	-	-	-	-	-	-
Neutral	1	1	1	3	-	-	-	-	-	-	-	-	-	-
Uncooperative	1	1	1	3	-	-	-	-	-	-	-	-	-	-

4. What was the general attitude of the parent(s) toward working with the child?

	Total		First		Second		Third		Fourth		Fifth		Sixth	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Enthusiastic	65	72	12	35	21	88	17	100	11	100	3	100	1	100
Interested	25	28	22	65	3	12	-	-	-	-	-	-	-	-
Neutral	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not Interested	-	-	-	-	-	-	-	-	-	-	-	-	-	-

5. Did you observe the parent(s) working with the materials and the child?

	Total		First		Second		Third		Fourth		Fifth		Sixth	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	54	60	21	62	17	71	11	65	4	36	1	33	-	-
No	36	40	13	38	7	29	6	35	7	64	2	67	1	100

If "Yes", what were your impressions?

	Total		First		Second		Third		Fourth		Fifth		Sixth	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Good situation	51	94	18	86	17	100	11	100	4	100	1	100	-	-
Fair	3	6	3	14	-	-	-	-	-	-	-	-	-	-
Not good situa'n,	-	-	-	-	-	-	-	-	-	-	-	-	-	-

6. Did you demonstrate for the parent(s) how to work with the materials and the child?

	Total		First		Second		Third		Fourth		Fifth		Sixth	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	63	70	29	85	18	75	11	65	4	36	1	33	-	-
No	27	30	5	15	6	25	6	35	7	64	2	67	1	100

7. Did the child have an adequate place to keep toys and materials?

	Total		First		Second		Third		Fourth		Fifth		Sixth	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	64	71	11	32	21	88	17	100	11	100	3	100	1	100
No	3	3	-	-	3	12	-	-	-	-	-	-	-	-
Unknown	23	26	23	68	-	-	-	-	-	-	-	-	-	-

8. Did you feel that the Toy Loan Program was workable for this particular family?

	Total		First		Second		Third		Fourth		Fifth		Sixth	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Very much so	86	96	31	91	24	100	17	100	10	91	3	100	1	100
Has possibilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
No	2*	2	2*	6	-	-	-	-	-	-	-	-	-	-
No Response	2	2	1	3	-	-	-	-	1	9	-	-	-	-

* Two families had sufficient toys and books.

9. Did the parent(s) discuss school related concerns (other than the Toy Loan program) with you?

	Total		First		Second		Third		Fourth		Fifth		Sixth	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	22	25	10	29	7	29	3	18	-	-	2	67	-	-
No	66	73	23	68	17	71	13	76	11	100	1	33	1	100
No Response	2	2	1	3	-	-	1	6	-	-	-	-	-	-

10. Did the parent(s) discuss family related concerns with you?

	Total		First		Second		Third		Fourth		Fifth		Sixth	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	35	39	11	32	9	38	9	53	5	45	1	33	-	-
No	49	54	18	58	14	58	8	47	6	55	2	67	1	100
No Response	6	7	5	15	1	4	-	-	-	-	-	-	-	-

It can be observed from the table that the responses were very much on the positive side.

In addition to the checklist, part of the general parent questionnaire discussed previously concerned the toy loan program. Twenty-one of the twenty-eight parents who returned questionnaires indicated they had participated in the program. The responses were generally positive. Only one parent indicated "little or no help". This was in response to the question (number 19) "How would you rate the usefulness of the materials in helping you teach your child?"

It appears that in the short time (three months) that the program was in operation that it was utilized by parents and that their response to the program was very positive.

RECOMMENDATIONS

1. This program continues to meet its objectives. It appears to be making a contribution in the education of preschool children from low-income families. It should be continued.

2. The parent participation aspect should continue to be a major part of the overall program.

3. Since this program has been in existence for three years in basically the present format, serious consideration should be given to designing a longitudinal study to attempt a determination of longer-term effects of the program.

4. A better method of measuring the objectives of the program for parents should be considered. The mailing and returning by mail of questionnaires does not yield sufficient data on which to base definite conclustions. A random sample of parents interviewed in their homes according to a structured outline appears to be one workable method.

07.00

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE

FAMILY SOCIAL SERVICES AND ATTENDANCE

PROGRAM

1973-74

Funded by ESEA PL 89-10
Title I
Project 74008

Prepared by
W. E. Turner, Research Specialist

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1974

FAMILY SOCIAL SERVICES AND ATTENDANCE, 1973-74

SUMMARY

The Family Social Services program as it now operates represents an evolutionary development from its beginning in 1967-68 as an attendance aide function with eight aides. The program now has twelve social service workers. A major portion of the worker's time is spent in home calls and direct contacts with the parents or with community agencies. This provides a service which other school personnel are unable to give on such an expanded scale.

The social workers received referrals on approximately 975 pupils during first semester. Records were kept to show the extent of use of community agencies. The program was phased out during second semester.

ACTIVITY CONTEXT

School absenteeism is often not a simple matter of illness or truancy, but rather a sympton of problems common to many disadvantaged communities. After Title I funds became available, it was felt that workers who were not strongly identified with the public schools would have a good chance of going into the community and establishing communications with the families of children with chronically poor school attendance patterns. For the school year 1967-68, eight attendance aides were selected to work with the most severe attendance problems in the 24 target area elementary, eight junior high, and six senior high schools. Based on first year findings, the program was expanded to twelve attendance aides for 1968-69. The progress continued for 1969-70 with twelve workers and an added emphasis on the social service function. Three more workers were added for 1970-71. For the 1971-72 school year, the name of the activity was changed to "Family Social Services." While the number of workers funded by Title I was reduced to thirteen, the local educational agency provided for all but one of the workers at both the junior and senior high school levels. In addition, at mid-year six extra positions were established at the elementary school level which were staffed by personnel employed under the Emergency Employment Act (EEA). During the 1972-73 school year, twelve social worker positions were authorized. For 1973-74 nine positions were funded by Title I.

Since it was known that this program would not be funded by Title I beyond this year there was a general phasing out of personnel who were on Title I funding. As vacancies occurred in the LEA staff, personnel were shifted to these spots and not replaced. Thus during most of the second semester there were only three social workers being funded by Title I. Evaluation data were collected only for first semester.

PROGRAM DESCRIPTION

Scope

Approximately 975 pupils were served by this program. Because of continued integration plans, these pupils were in attendance in most of the 80 elementary schools. The major thrust of the program was to establish improved communications between school personnel and parents in areas of major concern.

Personnel

Nine social workers were funded by Title I. The occupational classification structure of the social workers is based upon educational experience and earned credits or degrees. Included are Social Service Worker Aide 3, Social Service Worker Associate 5, and Social Worker in ascending order of educational requirements.

Procedures

The Family Social Services program is a continuous project, spanning the summer months as well as the regular school year. Data reported in this report are from the period of September through December, 1973. Each social worker was assigned to a school or cluster of schools all of which contained pupils residing in the target areas. Based on past records, assignments were made in schools of the greatest anticipated need. Monthly inservice training meetings were conducted by the Coordinator of Pupil Adjustment.

Social workers received referrals from school personnel, usually the principal or assistant principal who handles attendance matters. Referrals were not made until it became evident that the usual school channels for handling attendance problems would not be satisfactory.

The duties of the aides included establishing contact with parents whom the school was unable to contact otherwise, reporting information regarding individual cases of truancy, reopening or opening lines of communication and developing better relations between parents or pupils and the school, obtaining information about pupils with attendance problems, and obtaining additional information about pupils listed as withdrawn for nonattendance.

The handling of a typical attendance case follows a step-by-step sequence as follows:

1. After school personnel have exhausted all means of determining the cause of or correcting a case of irregular attendance, the pupil is referred to the attendance aide.
2. Upon receiving the referral the attendance aide checks the information such as address, date of birth, and compares name of the pupil with that of the parent (in case of stepparent, remarriage, or guardian with different last name). This information can be checked with the pupil information card which is on file at the school.

3. The aide then fills out the pertinent parts of the Home Contact Report and Chronological Record.
4. Home contact is made and the appropriate person is interviewed (parent, grandparent, guardian, sibling, or pupil in question).
5. The aide completes Home Contact Report and records visit on the Chronological Record.
6. The aide contacts other community agencies if necessary and records findings.
7. When all material has been accumulated that is felt necessary, the aide records planned or suggested solution to the problem as well as stating in specific terms the scope and dimension of the problem.
8. Findings are submitted to the building administrator who decides on the best course of action to rectify the attendance problem.
9. If the aide is relieved of further responsibility, the case is closed. If the case is to be kept open, a record of all contacts is made on the Chronological Record. Additional reports to the building administrator are made on the follow-up report.
10. Pupils who do not respond to the efforts of the attendance aide or school personnel are referred to the Pupil Adjustment Office in the central administrative offices.

Budget

Social Service Workers (9)		$50,185
Mileage		3,300
	TOTAL	$53,485

Based on the estimated number of different pupils served by the program, 975, the per pupil cost was approximately $54.91.

EVALUATION

The major goal of the Family Social Services and Attendance Program was to provide for a channel of communication structured primarily to promote and facilitate communications between parents and the schools in areas of mutual concern.

Objective 1: School personnel will make referrals of pupils to social workers as shown by the log of student referrals.

Objective 2: The social worker/social service worker aide will establish contact with parents, establish communications among parents, students, and school. In addition the social worker will serve as a building resource person. Logs and chronological records will document the attainment of this objective.

According to a compilation of referral records, a total of 974 referrals were received and worked by the nine social workers. Because of integration plans and bussing the Title I eligible pupils were scattered among a majority of the city's 80 elementary schools. The program attempted to meet the social service needs of all Title I pupils regardless of their place of school attendance. Consequently many Title I pupil referrals, both instructional and residence, were worked by LEA funded social workers. Referrals to LEA funded social workers are not reported here. Table 07.1 shows the grade distribution of pupils. Other category breakdowns were as follows: boys - 51%; girls - 49%; White - 32%; Oriental - .4%; Black - 63%; Mexican American - 4%; and American Indian - .4% (all percents are rounded). Social workers made a total of about 1637 contacts. Agency contacts are listed in Table 07.2.

Thirty-seven different agencies were contacted by the social service workers ranging from one contact to 122 per agency. The agency most often mentioned under agency contacts was the Needlework Guild. Table 07.3 shows referrals by type. Attendance and clothing referrals top the list.

TABLE 07.1

RECIPIENTS OF FAMILY SOCIAL SERVICES
BY GRADE LEVEL

1973-74

Grade	Number	Percent
PK	1	.1
K	133	13.7
1	133	13.7
2	124	12.7
3	134	13.8
4	131	13.4
5	132	13.6
6	129	13.2
7	12	1.2
8	13	1.3
9	13	1.3
10	11	1.1
11	7	.7
12	1	.1
Totals	974	99.9 *

* Percents do not add to 100 because of rounding.

TABLE 07.2

RANKING OF AGENCY CONTACTS BY FREQUENCY

Name of Agency	Number of Contacts
Needlework Guild	122
Christmas Clearance Bureau	121
County Welfare	29
County Health Department	13
Gift-a-Lift	9
Juvenile Court	7
Social Worker	6
Big Brothers	5
Churches	5
Westside Involvement Corp.	5
Community Action Program	4
Protective Services	4
Hospitals	4
Diagnostic Center	3
Real Estate Offices	3
School PTA	3
Head Start	2
Family Consultation	2
Wichita State University	2
Primrose Apt. Offices	2
Shoe Store	2
Legal Aid, Guidance Center, Regency, Probate Court, Probation Officer, Crippled Childrens Commission, Parochial School, Model Cities, Volunteer Bureau, Mental Health, Local Housing, Police Department, Mennonite Urban Ministry, USD 259 Reading Offices, USD 259 Tutor Service, Homebound	1 each
Total contacts	369

TABLE 07.3

CLASSIFICATION OF REFERRALS BY TYPE AND FREQUENCY

Type of Referral	Number
Attendance	213
Clothing and Shoes	189
Cristman needs	94
School forms information	87
Behavior	71
Health	47
Enrollment	46
K. C. I.	29
Lunch	25
Transportation	15
Followup on previous year	6
Welfare fees	5
Tardies	5
Address check	4
EMH	2
Other (not classified)	81
Total	974

RECOMMENDATIONS

This program provides an additional thrust into one aspect of the problem of lack of educational achievement. It creates a link between home and school thus fostering improved parent participation in the child's progress. The social workers work with parents as well as staff and pupils to bring community agencies in on social problems. Of all staff groups, the social workers are in the best position to do this kind of work.

The dispersion of Title I pupils throughout the system makes it difficult to maintain service to all Title I pupils. Program objectives appear to have been met for the period of time evaluation records were maintained. Since the program has already been phased out, a recommendation for either continuance or termination is a mute point.

08.00

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE

SUPPLEMENTARY HEALTH SERVICES

PROGRAM

1973-74

Funded by ESEA PL 89-10
Title I
Project 74008

Prepared by
W. E. Turner, Research Specialist

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1974

SUPPLEMENTARY HEALTH SERVICES, 1973-74

SUMMARY

This program was designed to provide fourteen extra days per week of health services in seventeen elementary schools plus one extra day in a preschool program. The equivalent of three full time nurse positions were distributed proportionally according to school enrollment.

Major goals were to provide extra health services through vision and hearing screening, personnel staffing, parental contacts and health education classes. The program reached about 2300 pupils and cost about $13.00 each.

Stated objectives appeared to have been met however in keeping with stronger emphasis on instructional program components this program was terminated.

ACTIVITY CONTEXT

Health service to low income area pupils was perceived as one of the needs in the spring of 1966 by a joint research effort of the Wichita Public Schools, Community Planning Council Research Staff, and the Community Action Program. It was shown that a high correlation existed among low income, low school achievement and health deficiencies. Planners reasoned that a global approach to the problems of educational deprivation should include a component to assist in the correction of dental and physical deficiencies; hence the concept of providing additional nurses in the target area schools was initiated. From the spring of 1966 when Wichita's first Title I project was fielded through the schools year of 1969-70 five additional nurses were added to the health services staff. For 1970-71, there were four nurse positions in the program and in 1971-72 and 1972-73 there were 4.2, the two tenths position being allocated to a preschool program. During 1973-74 three nurse positions were authorized with .2 positions allocated to preschool.

The extra health service was apportioned to the target area schools according to total school enrollment. In the spring of 1966 there were 34 target schools, for 1967-68 there were 24 schools, for 1968-69 there were 22 schools, for 1969-70 the number of schools was reduced to 18, for 1970-71 there were 17 schools. for 1971-72 there were 16 schools and for 1972-73 and 1973-74

there were eighteen schools. Service tended to become more concentrated as the number of schools served decreased and more stringent guidelines concerning pupils to be included were adopted.

PROGRAM DESCRIPTION

Scope

Supplementary health services emphasized health services for 2305 children. Children served were identified by their participation in a Title I instructional program. Seventeen elementary schools were involved with this project.

In addition to the usual school health services available to all children enrolled in the Wichita Public Schools, the additional school nursing time allotted under Title I allowed the nurses assigned to schools with Title I instructional programs to:

1. Do additional vision and hearing screening and have more time for observation of children.
2. Work more closely with other staff members to identify health concerns.
3. Make more parent contacts, including home calls to assist families in obtaining evaluation and/or correction of health concerns.
4. Provide emphasized health education.

Personnel

For 1973-74, the equivalent of 3 FTE nurse positions were provided by Title I. Of these, the .2 position was for preschool and the remaining 2.8 were for eighteen elementary schools which included all of the Title I schools plus three other schools with high concentrations of bussed-in children. The equivalent of fourteen days of extra health services per week was distributed among the eighteen selected schools.

Procedures

The nurses concentrated their additional services on children involved in Title I instructional programs and time was spent in a special screening test for identification and preventative purposes. Additional nurse time helped in the early detection of health problems; assisted families to recognize their children's health needs; helped them make plans for and obtain appropriate professional health evaluation and care. Health appraisal through observation and various screening tests were conducted. Families were notified of deviant health findings. Professional evaluation and correction of deviant health findings were encouraged through

parent-nurse conferences which were conducted at school, on home visits or through telephone contacts. Appropriate community health resources were utilized.

Interdepartmental referrals and pupil staffing added to the team approach to help provide the services needed to help children avail themselves fully of their opportunities for education. Health education was used to promote the development of sound health attitudes, knowledge, and practice.

Budget

Nurses (3)(includes .2 peschool)	$24,492
Training stipends	1,125
Health Supplies	765
Health Services	1,000
Mileage	859
Equipment	1,420
Total	$29,661

Based on the total number of pupils served by the program, 2305, the per pupil cost was $12.87.

EVALUATION

Additional health services provided by Title I for the pupils of instructional components of the target area schools fall within two broad, general categories, health education and health services with the major emphasis being upon health services or the service to individual pupils as opposed to group services.

The major objectives of the Supplementary Health Services Program that were chosen for investigation were:

Objective 1: A supplementary health services program will be provided for pupils in Title I instructional components as shown by the allocation of personnel to implement the program.

Objective 2: Nurses assigned to the Supplementary Health Services Program will screen the pupils of the instructional program in the target schools to identify children with health defects. Records will be maintained by the nurses to show which students have observable health defects.

Objective 3: The nurses will institute action to correct known health defects of Title I instructed pupils. This will call for contacts with parents to call their attention to the desirability for early action. Courses of action taken by parents and the amount of success experienced will be determined by follow-up records maintained by the nurses.

Objective 4: The nurses will conduct a health education program for target area pupils of the Title I Instruction program as shown by an examination of nurses' activity logs.

A statistical report of pupil participation in Supplementary Health Service benefits is tabulated in Table 08.1.

TABLE 08.1

PUPIL PARTICIPANTS IN SUPPLEMENTARY HEALTH SERVICES
BY GRADE, SEX, AND RACE

Grade	Sex		Race*					Total
	Male	Female	1	2	3	4	5	
Preschool	(Included in Preschool report)							
Kindergarten	197	220	302	5	84	19	7	417
First	248	195	319	5	98	18	3	443
Second	243	237	350	4	111	13	2	480
Third	166	116	184	3	82	7	6	282
Fourth	139	128	172	0	63	26	6	267
Fifth	113	81	128	0	44	17	0	194
Sixth	122	100	132	0	66	19	5	222
Totals								
(Number)	1228	1077	1587	17	553	119	29	2305
**(Percent)	53.3	46.7	68.9	0.7	24.0	5.2	1.3	

* 1=Caucasian, 2=Oriental, 3=Negro, 4=Mexican American, 5=American Indian
**Percents may not add to 100 because of rounding.

During the period of October through April the nurses kept logs of health room traffic and health activities. A summarization of these logs by the coordinator of Title I nurses shows the following:

The number of Title I children seen in health rooms over the seven month period (not an unduplicated count) was 3549.

Sample number of Title I children over a seven month period for whom nurses made home calls: 169

The number of health concerns reported: 182
The number of children involved: 175 (Unduplicated)
The number of health concerns receiving professional care: 121
The number of health concerns that did not receive professional care: 54

Professional care not obtained because:

1. Apparent lack of parent concern: 16
2. Not referred: 6
3. Inadequate time since referral: 5
4. Appointment pending: 6
5. Family financial ability: 1
6. Withdrew from U.S.D. #259: 12
7. Community resource not available: 12
8. Unable to contact parent: 1

CONTACTS RELATING TO REPORTED HEALTH CONCERNS

Parent:		COMMUNITY AGENCY:	SCHOOL:
Conferences	881	Medical Service Bureau	Teacher
Home Visits	169	Family Practice Clinic	Principal
		Wichita District Dental Society	Counselor (1170)
		Wichita-Sedgwick County Department of Community Health	Social Worker
			Staffing
		Sedgwick County Medical Society	
		Child Protective Service	
		Social Welfare	
		Kansas Crippled Children's Clinic	
		Big Brother Organization	
		Diabetic Youth Council	
		Mental Health Clinic	
		Institute of Logopedics	
		Regional Chest Clinic	
		Model Neighborhood Area Health Station	
		Child Guidance Center	

Health Concerns reported:

Adrenal insufficiency, allergies, arthritis, asthma, burn, boils, cardiac, cerebral palsy, congenital deformity of ear, cogenital glaucoma, dental caries, diabetes mellitus, ear infection, emotional, encopresis, hearing, headaches, hemangioma, hygiene, hyperactive, impetigo, immunization needs, learning disability, meningitis, nephrotic syndrome, orthopedic, overdose aspirin, pediculosis, positive tuberculin skin test, rheumatic fever, reoccurring sore throat, strabismus, sickle anemia, seizures, suspected child abuse, urinary, unconscious episode, vision.

TITLE I VISION AND HEARING REPORT 1973-74

Vision screened (Snellen scale):	1700
Referrals (after 2 tests):	53
Received professional care:	30
Hearing screened	1700
Referred after acuity tests	43
Received professional care	30

Another element of the Supplementary Health Services program was that of health education in the classrooms. A total of 371 health education lessons were presented in Title I classrooms.

Types included were:

Alcohol and drug abuse, body systems, health related community services, dental health, disease prevention, growth and development, health habits and hygiene, mental health, nutrition, poison prevention, safety and first aid, senses.

RECOMMENDATIONS

As with the other supportive service projects, 1973-74 was the final year of federal funding for Supplementary Health Services. The program was successful in meeting its stated objectives. No recommendations were made since the program was terminated at the end of 1973-74.

09.00

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE

SUPPLEMENTARY COUNSELING

SERVICES

1973-74

Funded by ESEA PL 89-10
Title I
Project 74008

Prepared by
W. E. Turner, Research Specialist

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1974

SUPPLEMENTARY COUNSELING SERVICES, 1973-74

SUMMARY

The 1973-74 Supplementary Counseling Services program was continued for the seventh year. Title I funds provided for the equivalent of three counseling positions which were distributed among the fifteen Title I and three extended service schools. About 1268 different pupils benefited by these supplementary services at an average cost of $30 per pupil. The main objective of providing a supplementary counseling service, identifying, and helping emotionally disturbed pupils appeared to have been met. With the shifting emphasis on overall program objectives the program was discontinued at the end of the current fiscal year.

ACTIVITY CONTEXT

Children residing in economically deprived areas often exhibit a low level of achievement accompanied by frustration, negative attitudes, and behavioral problems. Very early in the history of Wichita's Title I efforts, a counseling supplement was included to help alleviate the problems mentioned above. During the years of 1966-67 and 1967-68, five additional counselors were assigned to the staff. The 150 hours of extra counseling service per week were than apportioned to the 24 Title I target schools. For the following year another counselor was added while the number of designated schools was reduced to 22. In 1969-70, there were four counselors making a total of 120 hours of extra time for the Title I schools. For 1970-71 there were six counselors for Title I but one was assigned in Follow Through schools while another was assigned to the delinquent institutional programs, thus the extra time for target schools remained the same as for 1969-70. For 1971-72, the time of five counselors was assigned to the project. One of these was for delinquent institutions. While the number of counseling positions was reduced by one, the number of schools served was reduced to thirteen with a resultant increased level of service over the previous year. Four counseling positions were available for 1972-73 in 15 target schools. The program was reduced to three full time equivalent counselors for 1973-74 in anticipation of phasing out the program.

PROGRAM DESCRIPTION

Scope

Approximately 1268 pupils in Title I instructional programs of grades kindergarten through sixth received benefits from the supplementary counseling service.

Personnel

A total of three counseling positions were funded by Title I and added to the counseling staff. By reapportionment of assigned time in the project schools, sixteen different counselors spent a part of their schedule in the Title I project with a designated portion of their time set aside for Title I instructional pupils.

Procedures

The following excerpts are from the project director's proposal and describes procedures used:

"The counselors and school psychologists will work with a team of other professionals toward a goal of understanding individual pupils needs, behaviors, and abilities in developing and assisting in a program of instruction in the designated areas of achievement. The counselor will also be working individually with pupils in diagnosis and counseling relative to individual learning problems and needs."

Budget

Counselors (3FTE)	$36,244
Training Stipends (2 days)	480
Counseling Supplies	200
Mileage	360
Workshop consultant service	100
Contract Service	1,000
TOTAL	$38,384

Based on the number of pupils served by this program, the per pupil cost was $30.19.

EVALUATION

The major goal of the supplementary counseling component of the Title I project was to provide psychological and counseling services to students in the designated curriculum areas in target schools over and above that which was available without Title I support.

Objective 1: Supplementary counseling services will be made available as one component of the total Title I project as shown by the allocation of financial resources and by assignment of counseling personnel to the program. The major group of recipients of supplementary counseling will be the pupils enrolled in Title I instructional programs.

Objective 2: Counselors assigned to the project will observe and identify problems and learning disabilities of pupils as shown by activity log sheets.

Objective 3: Counselors will provide for group counseling sessions and group or individual testing as shown by counselor log sheets.

Participation statistics by grade, sex, and race are shown in Table 09.1.

TABLE 09.1

PUPIL PARTICIPATION STATISTICS IN SUPPLEMENTARY COUNSELING SERVICES
BY GRADE, SEX, AND RACE
1973-74

Grade	Sex		Race *					Total
	Male	Female	1	2	3	4	5	
Sixth	66	40	76		23	4	3	106
Fifth	63	42	75		23	7		105
Fourth	62	38	67		27	4	2	100
Third	110	82	125		52	8	7	192
Second	154	124	196	3	71	7	1	278
First	171	95	187		68	8	3	266
Kindergarten	112	109	175	2	34	7	3	221
Totals								
(Number)	738	530	901	5	298	45	19	1268
(Percent)	58.2	41.8	71.1	.4	23.5	3.5	1.5	

*1=White, 2=Oriental, 3=Black, 4=Mexican American, 5=American Indian

A total of 1268 pupils were recipients of the counseling program. As shown in Table 09.2 there were 12,710 counselor contacts made during the year or an average of 10 per pupil. Some pupils were seen by counselors regularly over a period of several months. All of the pupils were participants in Title I instructional programs.

TABLE 09.2

COUNSELOR CONTACTS BY GRADE AND TYPE
1973-74

Grade	TYPE OF CONTACT										
	Pupil	Administration	Teacher	Nurse	Other	Parent Contacts				Individual Test	Total
						At school	At home	By phone	Community Agency or Professional		
Sixth	884	114	642	21	28	17	10	12	79	33	1840
Fifth	651	69	370	14	20	9	5	8	34	33	1213
Fourth	675	76	344	26	45	5	9	10	11	25	1226
Third	725	131	565	38	48	16	9	22	28	72	1654
Second	1017	158	830	49	96	20	12	23	18	145	2368
First	1183	111	937	70	77	28	19	17	23	128	2593
Kindergarten	802	87	663	31	65	22	11	18	29	88	1816
Totals											
(Number)	5937	746	4351	249	379	117	75	110	222	524	12710
(Percent)	46.7	5.9	34.2	2.0	3.0	0.9	0.6	0.9	1.7	4.1	

RECOMMENDATIONS

While it appears that the Supplentary Counseling program met all stated objectives and remained as successful for the 73-74 school year as in previous project years, the discontinuance of the program must be recommended in order to keep the overall thrust of the Title I program zeroed in on areas which lend themselves to direct instructional inputs. This recommendation in no way is intended to suggest that the counseling program was anything but successful.

SS 01.00

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE

EARLY START

PROGRAM

SUMMER 1974

Funded by ESEA PL 89-10
Title I
Project 74008

Prepared by
Corinne Glaves, Evaluation Assistant
Gerald R. Riley, Research Specialist

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1974

(2) Parent's development of an interest and a positive attitude toward their child's education.

Personnel

A wide range of personnel composed the Early Start summer staff as follows:

1. one Early Start Director - 4 hours/day
2. twelve classroom teachers - 4 hour/day
3. six social workers/parent coordinator - 4 hours/day
4. twelve instructional aides - 3 hours/day
5. twelve N.Y.C. workers (classroom) 3 hours/day
6. one N.Y.C. worker (office)
7. two N.Y.C. workers (custodians)
8. one secretary - 4 hours/day
9. one nurse - ½ time
10. one custodian - ½ time
11. one volunteer librarian - 4 hours per week
12. two student teachers (Wichita State University)

Procedures

This report covers the six-week summer session. The major portion of the program was located at the Little Early Childhood Center which had a total of nine classes, two of which were for three-year-olds. In addition, three classes of four-year-olds were located at two elementary schools (Dodge and Rogers), making a total of twelve classes in the summer program. Bus transportation was provided for Little and Rogers pupils.

Activities

Classes met daily from 9:00 - 12:00 for a six-week period. This schedule included one-half hour for a nutritious lunch. Teachers joined pupils for lunch.

The daily schedule was planned around: (1) active activity and quiet activity and (2) a balance between small group activity, independent exploration and total group activity. The daily program was flexible with each teacher. Learning experiences were related to (1) cognitive (math and reading readiness) experiences; (2) social skills (self-concept); (3) physical coordination; (4) strong language emphasis, and (5) enrichment (field trips, etc.).

The following is an example of a typical summer class schedule with four-year-olds:

9:00 - 9:35 a.m. - Free play - playing individually with small games - fitting puzzles, pegboard, coloring, playing house

9:35 - 9:40 a.m. - Cleanup

9:40 - 10:00 a.m. - Music and games (large group activity). Examples: songs to teach name recognition and develop positive self-concept, finger games and body identification games.

10:00 - 10:20 a.m. - outdoor play with special equipment for four-Year-olds

SS 01.01

EARLY START, SUMMER 1974

SUMMARY

Early Start was an orientation program for three and four-year-old children to be involved in the six weeks of the summer session; it was a program of early childhood experiences and supplemental services for children who would take part in Title I and Head Start preschool programs during the 1973-74 school year.

One hundred eighty-seven children participated in the program. Thirty-five were three-year-olds and 152 were four-year-olds. They were residents of Title I areas and were enrolled in three Early Childhood Centers in different sections of Greater Wichita. They were served as closely to their homes as possible consistent with integration goals.

The objectives of the program were concerned with cognitive skills, social skills, and physical coordination. Field trips, cooking, water play, and outdoor activities supplemented regular classroom activities. All students were given a pre-test (Caldwell Preschool Inventory) upon enrollment. Pupil progress was to be evaluated on the basis of a sample posttest given the last week of the summer session. Results of the post-test showed a "z" score gain of .86 for three-year-olds and .58 gain for four-year-olds. An additional objective concerning parent involvement showed positive responses as measured by a sample parent questionnaire.

ACTIVITY CONTEXT

Title I preschool programs began in Wichita during the 1969-70 school year. The 1974 Early Start Summer Program is an extension of the regular year preschool program. In contrast to past programs the 1974 summer program's primary focus was on child involvement rather than parent-child involvement.

PROGRAM DESCRIPTION

Scope

A total of 187 pupils were involved in the 1974 Early Start Summer Program. Thirty-five pupils were three-year-olds and 152 pupils were four-year-olds. The total includes all those pupils involved in the program this summer. Specific objectives of the program were as follows:

(1) Pupil's development of
   - A. Cognitive skills (reading and math readiness)
   - B. Social skills (positive self-concept and concept of others)
   - C. Physical coordination

10:20 - 10:30 a.m. - story time
10:30 - 11:15 a.m. - small group centers (3 or 4 pupils)
art; large block building; free play with large trucks etc.
11:15 - 11:30 a.m. - rest time
11:30 - 12:00 a.m. - eat nutritious lunch

This particular class whose schedule is outlined above is less structured in the summer to give the children a different aspect of school such as "getting acquainted" and a "fun" experience.

The pupil-teacher ratio ranged from 14:1 to 18:1. Instructional aides and N.Y.C. workers were most helpful in working with the pupils and allowing for a smaller adult-pupil ratio (1:5) resulting in more individual attention for the child. Sensory experiences such as water play and cooking could also be provided by dividing the class into small groups.

The following three field trips were taken by all Early Start summer classes:
(1) Cow Town
(2) swimming (McConnell Air Force Base - Rogers, Dodge, Adams, Little)
(3) Zoo

Special materials and equipment used for instructional activities were:
(1) Peabody Language Kit
(2) Piagetian materials
(3) Early Science materials
(4) Montessori sensory materials
(5) film strips, tape recordings, audio visual materials focusing on language and mathematical concepts

Parent Involvement

Although the primary focus of the summer program was not on parent-child involvement, teachers averaged four hours per week on home visits making a total of 376 visits. Time spent per visit ranged from 15 minutes to one hour. Reasons for visits included getting acquainted, attendance problems, child's health problems, school behavior problems, bus schedules, discussion of child's progress and information regarding parent meetings. In addition several teachers made phone calls reminding parents of scheduled meetings.

Parent meetings were held at the three Early Start Centers as follows:

Center	Date	Purpose	Number in Attendance
Dodge	July 11	Introduction to staff Discussion of parent's concerns Program goals for pupil	7
Rogers	July 10	Get acquainted with staff Film: "Head Start to Confidence"	12
	July 24	Film: "Discipline and Self-Control"	11
Little	July 9	Get acquainted with staff Film: "Head Start to Confidence"	40
	July 23	Film: "Discipline and Self-Control"	39

The decision was made that two meetings would be sufficient during the summer as parents would continue to attend activities during the regular school year that were aimed at promoting understanding of the programs. It was also decided that payment was not necessary to promote attendance at meetings. However, baby sitting was provided for the meetings.

Budget

A.	Salaries			
	1 Director		$ 2,300	
	12 Classroom Teachers		8,700	
	4 hour/day x 29 days @ $6.25 hr.			
	1 Social Service Director ½ time		935	
	6 Social Service Workers ½ time		5,000	
	12 Instructional Aides		3,950	
	8 @ 3 hours/day x 29	$2,365		
	4 @ 4 hours/day x 29	1,585		
	1 Nurse ½ time		800	
	1 Custodian ½ time		675	
	2 Secretaries ½ time		1,000	
	Babysitter as needed		200	
		Subtotal		$23,560
B.	Contract Services			
	Pupil Transportation		$ 2,880	
	3 buses @ $30 x 3 x 29 days	$2,610		
	3 buses @ $30 x 3 (Field trips)	270		
	Food Services		$ 4,123	
	212 pupils @ 60/day x 29	$3,688		
	20 staff @ 75/day x 29	435		
		Subtotal		$ 7,003
C.	Other Expenses			
	Teaching supplies		698	
	Telephone 2 mo. @ $100 mo.		200	
	Auto Allowance & Travel			
	6 Social Workers		360	
	12 Teachers		100	
	1 Director		40	
		Subtotal		$ 1,398
		TOTAL COST		$31,961

Based on an anticipated enrollment of 212 students, the budget per pupil cost for this activity was $150.75. However, the actual enrollment was 187 resulting in an adjusted per pupil expenditure of $170.91.

EVALUATION

The specific objectives selected for evaluation were:

To increase cognitive skills including mathematical concepts of position, shape, time, number and physical properties.

To increase cognitive skills including pre-reading concepts of categorization and discrimination.

To develop a more positive self concept and concept of others.

To develop physical coordination by utilizing large and small muscles.

The above objectives were measured by the Cooperative Preschool Inventory by Bettye M. Caldwell, Revised Edition, published by Educational Testing Service. The stated performance level objective was that a sample posttest would indicate significant progress in each objective.

An additional objective was to gain parental involvement in the summer program. This objective was to be measured by positive responses to a questionnaire and attendance at meetings planned for parents.

The number of participants by sex and race are given in the following tables.

TABLE SS 01.1
SEX AND RACE OF THREE-YEAR-OLDS

RACE*	1	2	3	4	5	TOTAL
MALE	7	0	9	-	1	17
FEMALE	5	1	11	1	-	18
TOTAL	12	1	20	1	1	35
PERCENT	34.2	2.9	57.1	2.9	2.9	

TABLE SS 01.2
SEX AND RACE OF FOUR-YEAR-OLDS

RACE*	1	2	3	4	5	TOTAL
MALE	20	-	49	2	-	72
FEMALE	20	1	54	3	3	80
TOTAL	40	1	103	5	3	152
PERCENT	26.3	.6	67.8	3.3	2.0	

TABLE SS 01.3
SEX AND RACE TOTALS FOR ALL GROUPS

RACE*	1	2	3	4	5	TOTAL
MALE	27	-	58	2	1	88
FEMALE	25	2	65	4	3	99
TOTAL	52	2	123	6	4	187
PERCENT	27.8	1.1	65.8	3.2	2.1	

*1=Caucasion, 2=Oriental, 3=Negro, 4=Mexican American, 5=American Indian

Attendance data for the three-year-olds and four-year-olds are given in the following table:

TABLE SS 01.4
ATTENDANCE DATA FOR THREE AND FOUR-YEAR-OLDS

	A.D.M.	A.D.A.	% ATTENDANCE
THREE-YEAR-OLDS	33.0	25.9	78.6
FOUR-YEAR-OLDS	138.9	113.1	81.5

The Caldwell Preschool Inventory was given as a pretest to all participants of the summer program. The Caldwell was also given as a posttest to a randomly selected sample of both three and four-year-old participants the last week of the summer program.

The results of the pretest and posttest for three and four-year-olds who were in the program are given in Table SS 01.5.

TABLE SS 01.5
RESULTS OF THE PRESCHOOL INVENTORY
FOR THREE AND FOUR-YEAR-OLDS

	PRETEST				POSTTEST				Z SCORE GAIN
	CA	$\bar{x}$	%ile	Score	CA	$\bar{x}$	%ile	Score	
Three-year-olds N=5	38	22	40	-0.25	39	32	73	.61	.86
Four-year-olds N=31	51	32	59	.23	52	38	79	.81	.58

Percentile scores are not on a linear scale; therefore, numerical percentile values cannot be subtracted to determine relative gains. Percentiles were converted to "z" scores (standard deviation units), then subtracted to give a true indication of relative gains.

The results shown in Table SS 01.5 indicate that both three-year-olds and four-year-olds made substantial gains. Greater gains were made by the smaller sample of three-year-olds.

Parent involvement was an additional component of the program. The parents attendance at meetings has been previously mentioned. A total of 59 parents attended the first meeting held at the three centers. A total of 50 parents attended the second meeting held at two of the centers. The number of parents in attendance at meetings indicates a positive response toward the program.

A questionnaire was submitted to a randomly selected sample of twenty-four parents (7 to three-year-old parents and 17 to four-year-old parents). A copy of the questionnaire is included in the appendix of this report.

A total of 20 questionnaires were returned. Nineteen parents indicated their child enjoyed the preschool program. One parent felt "sometimes she liked it and sometimes she didn't".

Fourteen parents attended at least one meeting during the summer. Twelve parents found the meetings helpful.

Nineteen parents understood their child's classroom activities. One did not. Twelve parents felt they were able to help their child as a result of their activity in the program.

Seven parents talked to the nurse and fifteen talked to the social worker. All parents found them helpful or of great help.

Six parents borrowed materials from the school library and found books to be the most helpful materials.

In response to the question concerning the most important things learned by the child, the most frequent answer given involved learning to play with other children (12 responses out of 20). Other items mentioned were more self-confidence, learning colors, math concepts and pre-reading, talking better, and functioning in a classroom situation.

The results of this questionnaire indicate that the objectives of the parent component were met. Seventy percent of the parents in the sample attended meetings. Sixty percent were able to help their children as a result of their activity in the program. Ninety-five percent understood the classroom activities.

The evaluated objectives of this program were met.

RECOMMENDATIONS

This program appears to meet a need for early childhood education. The results of data indicate that it has been successful; therefore, it would merit continuation.

SS 02.00

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE

POST KINDERGARTEN

PROGRAM

SUMMER 1974

Funded by ESEA PL 89-10
Titie I
Project 74008

Prepared by
Corinne Glaves, Evaluation Assistant
Gerald R. Riley, Research Specialist

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1974

SS 02.01

POST - KINDERGARTEN, SUMMER 1974

SUMMARY

Twelve post kindergarten classes were conducted in nine of the Title I elementary schools. Eleven teachers and one coordinator implemented the program of reading and mathematics readiness activities for a total of 158 pupils A locally developed pretest was given to all pupils participating in the program. A posttest was given to a randomly selected group of pupils. Gains were shown in most areas. The program was recommended for continuation.

ACTIVITY CONTEXT

Title I Post Kindergarten was first conducted during the summer of 1967 and has been provided each summer since that time. The emphasis in past summers has been on providing pupils with additional pre-reading readiness activities prior to entry into first grade. In 1973 mathematics readiness activities were also emphasized. In 1974 both reading and math readiness were stressed.

PROGRAM DESCRIPTION

Scope

The program was planned for a maximum of 180 pupils in twelve classes in ten Title I elementary schools. The actual total number of participants was 159 in twelve classes in nine Title I schools. The main goal of the program was concerned with the reinforcement of the skills and concepts introduced in kindergarten. Reading and math readiness were emphasized.

Personnel

The staff of this program consisted of eleven classroom teachers and one coordinator. Each teacher provided two hours of instruction daily, maintained student progress records and attendance records. One of the eleven teachers had two classes thereby providing four hours of daily instruction. It was the duty of the coordinator to provide inservice training and visit classes. Some teachers had tutors and aides provided by other funds.

Procedures

This report covers the six-week summer school session. Classes met from 9:00 - 11:00 a.m. each day except July 4th. One school had one teacher for two classes. One class met from 8:00 - 10:00 and the other class from 10:00 - 12:00. Two half-day inservice sessions were conducted for the teachers. One session was held prior to the opening of summer school and the other was held

midway through the program. The purpose of these sessions included orientation, distribution of supplies, exchange of ideas, discussion of problems and individual help to the teacher by the coordinator.

Activities

The organizational format of the summer program consisted of small group and individualized instruction. Many teachers used the center approach. The following is a typical daily schedule employing this method:

9:00 - 9:15 a.m. - Get acquainted time. Group discussion, etc.
9:15 - 9:30 a.m. - Teacher explains "Centers"* of the day.
9:30 - 10:15 a.m. - Students work at centers (average number at center - 4 pupils).
10:30 - 10:35 a.m. - Restroom.
10:35 - 10:45 a.m. - Rest period.
10:45 - 10:55 a.m. - Snack and storytime.

*Centers worked in this manner: There were four centers each plainly marked with large signs depicting types as follows: (1) Reading and Writing; (2) Art; (3) Game, or Color and Numeral; (4) Math. Students worked at two of these centers each day in rotation. In an average size class of 15 pupils, four would be assigned to each center. The teacher would remain at a priority center of the day. Pupil-teacher ratio of the center would be 4:1.

An example of a less structured center approach is the following class which contained seven centers, five open daily, no time limit. The seven centers were:

1. Rug - children played here at beginning of day with large manipulative objects (big blocks, train, etc.)
2. Housekeeping - not open every day.
3. Math Center - children worked here only with teacher.
4. Art - open daily.
5. Library - puzzles, books, sewing cards, cube picture blocks.
6. Surprise - center varied daily; for example, a Listening Center with headsets and instructional tapes; science projects such as classification (sorting objects that sink and float); cooking, etc.
7. Special Activities Center - examples: woodworking bench with real tools or play store.

Only those whose name was on blackboard chart could play at Special Activities Center (names rotated each day). The other centers could be used any time for any length. The teacher encouraged pupils to work at particular centers according to needs.

Outdoor activities were an integral part of the summer program in order to supplement and increase learning experiences. Examples were:

Nature walks - to find types of insects, etc.
Walks to find shapes (triangles, circles) and to learn colors.
Construction site visit.
Gas station; donut shop; fire stations.

In addition to the above activities, located in the immediate neighborhood, each class took a special field trip such as:

Municipal Airport
Bakery
Farm (to pick beans)
Dr. Pepper plant
Veterinary Clinic

Budget

A. Salaries		
Coordinator		
(1) 4 hours/day for 29 days @ 6.25	$ 725	
Classroom Teachers		
(12) 2 hours/day for 29 days @ 6.25	4,350	
Orientation Stipends		
(13) 2 half days @ 10.00/day	260	
	Subtotal	$ 5,335
B. Contract Services		
Pupil transportation - Field trips		
(1) per class = 12 x 30.00	360	
	Subtotal	360
C. Other Expenses		
Supplies		
$5.00 per pupil x 180	900	
Auto Allowance & Travel		
(1) Coordinator 700 miles @ 10¢	70	
	Subtotal	970
	TOTAL COST	$ 6,665

Based on an anticipated enrollment of 180, the budgeted per pupil cost was $37.03. However, the actual enrollment was 158 resulting in an adjusted per pupil cost of $42.45.

EVALUATION

Program objectives were as follows:

1. Title I Post Kindergarten pupils enrolled in summer school will increase their readiness for reading as shown by an increase in their correct responses from the first week of summer school to the last week of summer school on a locally developed reading readiness scale.
2. Title I Post Kindergarten pupils enrolled in summer school will increase their readiness for mathematics as shown by an increase in their correct responses from the first week of summer school to the last week of summer school on a locally developed mathematics readiness scale.

Participation and attendance statistics are shown in Table SS 02.1.

Summary results of pre and posttesting are shown in Tables SS 02.2 and SS 02.3.

On the reading readiness portion of the scale pupils made gains on two of the four items. There was a 7.1 percent regression on matching letters of the alphabet. All 28 pupils had perfect pre and posttest scores for item #1 (recognizing own name in print). On item #4 (matching identical words), 27 of the 28 pupils had perfect pretest scores and all 28 had perfect posttest scores. It would appear that perhaps these items are not valid criteria for indicating improvement of concepts contributing to reading readiness. In addition, to test validity, perhaps educational need should be emphasized in this Title I program.

On the mathematics readiness test portion gains ranged from zero to 17.8 percent. There were no regressions. Largest gain was in identification of

the geometric figure (triangle). Greater overall gains were made on the mathematics portion of the post - kindergarten checklist.

RECOMMENDATIONS

The goal of this program was to show improvement on concepts which contribute to reading and math readiness. Posttesting demonstrated that this goal was accomplished on five of the eight items of the evaluation scale. Consideration should be given for a review of the reading readiness portion of the scale. Emphasis should also be placed on the educational need of the student in this program. It is recommended that the program be continued next summer.

TABLE SS 02.1

SUMMARY OF PARTICIPATION AND ATTENDANCE STATISTICS
POST KINDERGARTEN - TITLE I
SUMMER 1974

Summer School Center	Sex		Race*					Total	Mean Days Membership Per Pupil	Mean Days Attendance Per Pupil	Ratio
	M	F	1	2	3	4	5				
Dodge	5	8	13	-	-	-	-	13	25.6	18.8	.7327
Irving-1	5	10	8	-	3	4	-	15	25.5	19.3	.7592
Irving-2	3	10	5	-	8	-	-	13	24.4	20.8	.8517
Kellogg	3	6	3	-	6	-	-	9	27.3	23.7	.8659
Lincoln**	3	5	8	-	-	-	-	8	25.0	20.0	.8000
Longfellow	6	5	11	-	-	-	-	11	21.5	17.7	.8263
MacArthur-1	4	4	6	-	2	-	-	8	26.5	20.1	.7594
MacArthur-2	8	2	8	-	2	-	-	10	26.1	16.1	.6169
Park	10	4	3	1	5	5	-	14	28.6	24.2	.8475
Rogers	9	12	15	-	6	-	-	21	27.1	21.8	.8018
Washington-1	5	4	6	-	3	-	-	9	23.6	16.4	.6981
Washington-2	9	5	8	-	5	-	1	14	24.3	19.1	.7853
Wells	9	4	11	-	2	-	-	13	27.8	22.1	.7928
Total	79	79	105	1	42	9	1	158	25.8	20.2	.7841
Percent	50.0	50.0	66.5	.6	26.6	5.7	.6				

* 1=White, 2=Oriental, 3=Black, 4=Mexican American, 5=American Indian.
** Pupils were combined with a primary math class.

TABLE SS 02.2

COMPARISON OF PRETEST AND POSTTEST RESULTS
ON READING READINESS CHECKLIST
(RANDOM SAMPLE N=28)
TITLE I POST KINDERGARTEN, SUMMER 1974

Reading Readiness Skill or Concept	Mean Score Pretest	Mean Score Posttest	Gain or (Loss)
1. Recognize own name when it is printed in a list of names.	100.0	100.0	0
2. Match like letters of the alphabet.	96.4	89.3	(7.1)
3. Identify the names of the eight crayons commonly used in kindergarten.	89.3	92.9	3.6
4. Match two identical words from a list of four words.	96.4	100.0	3.6

TABLE SS 02.3

COMPARISON OF PRETEST AND POSTTEST RESULTS ON
MATHEMATICS READINESS CHECKLIST
(RANDOM SAMPLE N=28)
TITLE I POST KINDERGARTEN, SUMMER 1974

Mathematics Readiness Skill or Concept		Mean Score Pretest	Mean Score Posttest	Gain or (Loss)
1. Given a set of 10 cubes, the child will count the cubes accurately.		92.9	100.0	7.1
2. When shown the numeral cards in random order, the child will name each correctly.		67.9	67.9	0
3. Shown (a) a circle,	(a)	96.4	100.0	3.6
(b) a square, and (c)	(b)	78.6	82.1	3.5
a triangle, the child will name each correctly.	(c)	78.6	96.4	17.8
4. Shown a real (a) penny,	(a)	92.9	100.0	7.1
(b) nickel, and (c) dime,	(b)	71.4	78.6	7.2
the child will name each correctly.	(c)	82.1	85.7	3.6

SS 03.00

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE

BASIC PRIMARY PROGRAM

SUMMER 1974

Funded by ESEA PL 89-10
Title I
Project 74008

Prepared by
Gerald Riley, Research Specialist

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1974

BASIC PRIMARY, SUMMER 1974

SUMMARY

The Basic Primary program was conducted in eleven Title I schools. The course was designed primarily for first and second grade pupils. A total of 277 pupils participated two hours per day for six weeks. The primary goal of the program was to improve the reading ability of target area pupils.

There were 24 teachers and one coordinator for the 26 classes. A ratio of approximately 11 pupils per class was maintained. Pupil attendance was 84 percent.

Pupil progress was evaluated by the results of a randomly selected group on two subtests of the Botel Reading Tests. Results showed positive gains by first grade pupils of 14.6 raw score points on the Word Opposites test and 4.2 raw score points on the Word Recognition test. Second grade pupils gained 8.6 and 8.4, respectively, on the subtests. The program was recommended for continuation.

ACTIVITY CONTEXT

The summer Basic Primary course was first offered during the summer of 1968 and has been offered each succeeding summer.

The Basic Primary course was designed for first and second grade pupils who encountered difficulty in learning to read and needed extended time to learn fundamental reading skills in smaller groups with more personalized instruction than is possible during the regular school year. "Fun reading" was emphasized and encouraged. The course was designed as a correlated language arts program which included activities in reading, listening, speaking, and writing.

PROGRAM DESCRIPTION

Scope

Two hundred seventy-seven pupils participated in this summer program. The primary goal of the program was to improve the reading ability of the pupils through activities in a correlated language arts program.

Personnel

A program coordinator was employed four hours per day for six weeks. The coordinator's duties included conducting orientation and inservice workshops, distributing supplies as needed, collecting and sharing ideas, and helping individual teachers as requested.

Twenty-two experienced primary education teachers were employed two hours per day for six weeks and two were employed four hours per day for six weeks. The project director, who had overall responsiblity for this as well as other summer reading programs, is the Director of Reading for the Wichita Public Schools.

Procedures

This report covers the two hour per day, six-week summer school session for all Title I Basic Primary classes.

The classes were located in eleven Title I schools, using regular classroom facilities.

Two inservice meetings were held during the summer program. One meeting was held prior to the beginning of the summer session. The other was held midway through the session. The first meeting was a general organizational session. Supplies and materials were given to teachers at this meeting. The second meeting provided for an exchange of ideas among the teachers and coordinator, and a discussion of mutual problems. The coordinator conducted inservice activities during her classroom visitations by presenting new ideas for various activities and helping teachers exchange successful techniques.

Most teachers used the Summer School Basic Primary (1-2) Curriculum Guide as a basis for their daily activities. The Guide suggests the following daily two-hour correlated language arts schedule:

1. Opening (ten minutes)
   a. Flag salute
   b. Name review
2. Speaking (informal conversation - 20 minutes)
3. Spelling and writing (independent work period - 20 minutes)
   a. Write words on the board that follow the word patterns used in My Word Book.
   b. Illustrate the above words on paper. Copy words below illustration or make a simple sentence using the words.
4. Recess (15 minutes)
5. Quiet time (ten minutes)
   a. Poems or nursery rhymes
   b. Records (stories or music)
   c. Films and filmstrips
6. Reading activities (25 minutes)
   a. Personalized reading
   b. Chart stories
   c. Partner reading
   d. Small group instruction to meet definite needs
      (1) Phonics
      (2) Word and sentence structure
      (3) Sight word drill
      (4) Letter recognition

An alternate plan which some teachers used involved the "Merry-Go-Round" plan. This plan as presented here uses a one-hour time clock, but it could be expanded to any desired time.

1. Opening (five minutes)
2. Reading program (45 minutes)
   Based on three reading groups:
   Group 1: Reading instructions with the teacher
   Group 2: Seatwork activity
   Group 3: "Merry-Go-Round"
   The groups revolve every 15 minutes.
3. Evaluation and closing (ten minutes)

The basic reading instruction included activities in listening, speaking, and reading.

The "Merry-Go-Round" plan involves the following:

1. Listening Center
   Media: tape recorder, record player, and filmstrip viewer
   Materials: Dolch word tape, stories on tape, read-along stories or plays, filmstrips, records
2. Independent Reading Activities Center suggested activities:
   Link letters
   Commercial interlocking puzzles
   Word wheels
   Word-O
   Peg board utilizing letter cards and pictures
   Ideal Magic Cards
3. Surprise Center may include:
   Writing on a chalkboard or on paper
   Authors and artists (writing and illustrating own stories)
   Flannel board
   Manipulative games
   Math
4. Library Center
5. Art Center

Most teachers used a combination of the correlated language arts and "Merry-Go-Round" plans in their daily activities.

The pupil-teacher ratio for the Basic Primary program was 11 to one.

Each teacher was given a kit which contained special materials for the summer program. The kit contained the following materials:

Book: Happy Sounds

Games: PICTURE WORD BUILDER - An aid which combines picture and word matching. Thirty-six familar objects on heavy cards die-cut so only correct word may be inserted to complete the word and picture matching.

PHONETIC QUIZMO - Played like Bingo, develops student's phonetic capabilities. Side one of card has single consonants and vowels, side two has blends.

PICTURE SEQUENCE CARDS - Reading readiness activity, cards are combined in groups of four depicting actions in sequence.

END-IN-E Game - teaches a difficult rule in an interesting way.

PAIRS - A word game to develop a child's memory and ability to concentrate. Contains three sets of cards, matching picture to picture, word to picture and word to rhyming word.

FUN WITH WORDS - (Level 1) A game-like aid to further vocabulary development. Generates interest in word meanings and stimulates rapid vocabulary growth.

Other: Test Sheet
Summer School Basic Primary (1-2) Curriculum Guide

The following materials were available to all elementary school centers and were shared by the Basic Primary and Corrective Reading teachers:

PHONICS WE USE (Lyons and Carnahan)
(10 separate games to supplement phonics and reading instruction. Each game has directions for using the material to play additional games)

1. Old Itch (initial consonant sounds)
2. Spin-a-sound (initial consonant sounds and symbols)
3. Bingobango (final consonant sounds and symbols)
4. Blends Race (initial consonant blends and symbols)
5. Digraph Whirl (initial consonant digraphs and symbols)
6. Digraph Hopscotch (initial consonant digraphs and symbols)
7. Vowel Dominoes (long and short vowels and symbols)
8. Spin hard, spin soft (hard and soft sounds of C and G)
9. Full House
10. Syllable Count

SPELLING LEARNING GAMES KIT (Lyons and Carnahan)

Kit A: Snail Trail (initial consonant sounds)
Sound Hound (final consonant sounds)
Lucky Duck (short vowel sounds)
Patch Match (expand spelling vocabularies)
Scat Cat (sound - symbol)

Kit B: Fat Cat (initial and ending [illegible]nant sounds)
Spin and Win (short vowel so[illegible])
Glad Lad (initial and final consonant sounds)
Stick to It (long and short vowel sounds)
Spellit (short and long vowel sounds)

INSTANT READERS (Holt, Rinehart and Winston)

In addition to these games and books, supplemental and enrichment materials were available at each summer school library. These included:

Dan Frontier Series
Moonbeam Series
Pacesetter in Personal Reading
Curriculum Motivation Series
Reading Caravan Series

Major equipment items frequently used by teachers were: tape recorder, record player, filmstrip projector, and overhead projector.

Budget

The approximate cost of this activity was $12,855. The per pupil cost was $46.41. This amount does not include facilities, equipment, maintenance, etc., which are included in regular school year per pupil costs.

EVALUATION

The primary objective of the Basic Primary summer program is the reading improvement of first and second grade students who show apparent need for more time for the development of basic reading skills. Specific objectives of the program to be evaluated are:

1. Title I pupils enrolled in Basic Primary classes will improve their word recognition skills as shown by comparisons of pretest and posttest means for the Botel Reading Tests-Word Recognition subtest. The posttest mean score will be greater than the pretest mean score.

2. Title I pupils enrolled in Basic Primary classes will improve their reading comprehension skills as shown by comparisons of pretest and posttest means for the Botel Reading Tests-Word Opposites subtest. The posttest mean score will be greater than the pretest mean score.

Pupils recommended for this program were those who were one or more years below grade level in reading and had the ability to profit from the program. Teachers recommended pupils on the basis of instructional level as demonstrated by classroom performance, and cumulative record tests. The determining factors for selection were whether a pupil needed help in reading and could reasonably be expected to gain from the summer program.

There were 277 pupils enrolled in this program. Sixty percent were male and 40 percent were female.

The racial compositon of the participants was:

Caucasian	57%	(157 pupils)
Negro	36%	(99 pupils)
Mexican American	5%	(15 pupils)
American Indian	1%	(3 pupils)
Oriental	1%	(3 pupils)

The grade level distribution was:

First Grade	47%	(131 pupils)
Second Grade	48%	(132 pupils)
Third Grade	5%	(14 pupils)

Attendance figures were reported for all 26 classes and 277 pupils. The average daily membership was 249. The average daily attendance was 208 pupils or eight pupils per class. The average number of days attended per pupil was 21.8. The percent of attendance (total days attended ÷ total possible to attend) was 84 percent.

The Botel Reading Tests were administered pre and post to provide comparative information on pupil progress. Pupils to be evaluated were randomly selected according to procedures developed by the evaluator. Each pupil evaluated was first given the Word Recognition subtest of the Botel. If the pupil succeeded on any of the highest level of the Word Recognition subtest he was subsequently tested with the Word Opposites subtest which is a measure of reading comprehension. Table 02.1 shows the results.

TABLE 02.1

COMPARISON OF PRETEST AND POSTTEST MEANS
BOTEL READING TESTS
TITLE I BASIC PRIMARY
SUMMER 1974

Test	Grade	N	Pretest Mean Raw Score *	Posttest Mean Raw Score *	Gain
Word Recognition	1	24	44.1	58.7	14.6
Word Recognition	2	26	94.3	102.9	8.6
Word Opposites	1	9	16.0	20.2	4.2
Word Opposites	2	19	24.4	22.8	8.4

*Possible Score: Word Recognition 160
Word Opposites 100

In each category there was an improvement in mean test results. Table 02.1 represents 26 classes. Few first grade pupils succeeded on the highest level of the Word Recognition test and thus earned scores on the Word Opposites test. Results show that positive gains were made as required by the objective.

RECOMMENDATIONS

Since relatively few first grade pupils achieve at the upper levels on the Word Recognition Test, the use of the Word Opposites Test for evaluation of these pupils may be open to question. However, the pupils who were tested with the Word Opposites Test did exhibit a mean gain. The program appears to have met its objectives and is recommended for continuation another summer if funding is available.

SS 04.00

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE

CORRECTIVE READING PROGRAM

SUMMER 1974

Funded by ESEA PL 89-10
Title I
Project 74008

Prepared by
Gerald R. Riley, Research Specialist

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1974

CORRECTIVE READING, SUMMER 1974

SUMMARY

The primary goal of Corrective Reading is to improve the reading ability of target area pupils. Emphasis is placed on improving skills in word recognition, comprehension, writing, listening, speaking, and spelling. Smaller classes, with more individual attention to pupils, and an informal, relaxed environment are features of these summer classes.

Two hundred sixty-nine pupils were enrolled in the program. This was a decrease of 75 pupils from the program last summer. To continue the integration plan of the district, a number of target area pupils were bussed to non-Title I centers where they could take Corrective Reading through the Tuition Scholarship program.

Twenty-six teachers and one coordinator were employed.

The program was recommended for continuation.

ACTIVITY CONTEXT

During the summer of 1967, Title I pupils were given tuition grants to attend regular summer school classes in corrective reading. The Title I Corrective Reading program was first offered in the summer of 1968. It has been offered each summer since. Four hundred twenty-five pupils were enrolled in the summer of 1970. Four hundred sixteen pupils were enrolled during the summer of 1971, 291 were enrolled in the summer of 1972, and 364 in the summer of 1973. The program was designed for pupils in grades three through six who were below reading grade level and who could profit from a summer reading course.

PROGRAM DESCRIPTION

Scope

The Corrective Reading program included twenty-six classes in eleven elementary school summer centers, with 269 pupils enrolled.

The primary goal of the course was to improve the reading ability of pupils in the Title I target area.

Personnel

Twenty-six teachers, one coordinator, and one project supervisor were assigned to the program. The teachers were employed two hours per day for twenty-nine days. The coordinator was employed four hours per day for twenty-

nine days. The project supervisor is the Director of Reading for the Wichita Public Schools. The summer projects are included in his regular contract. All members of the teaching staff are certified elementary school personnel. The coordinator is a reading consultant for the school district during the regular school year.

The coordinator was responsible for supervision of the program. During scheduled, periodic visits to the classes, she distributed needed supplies and materials, collected and shared ideas, and was available for teacher consultation. She also assisted with the two scheduled inservice meetings during the program.

Procedures

This report covers the six-week period of the summer program.

The classes were located in eleven separate elementary schools.

Two one-half day training sessions were held for teachers. One session was held before summer school began and one session was held at the midpoint of the summer session. Teachers and the coordinator were paid two dollars each for each session. The first meeting was a general organizational session. Materials and supplies were given to teachers. The second meeting provided for an exchange of ideas and successful techniques among the teachers and the coordinator, and a discussion of mutual problems. In addition to the two inservice meetings, the coordinator assisted individual teachers by giving classroom demonstrations of new ideas or different ways of presenting reading activities.

One of the exceptional values of this program is its inherent flexibility. Smaller classes are the rule with an informal "fun" approach to reading activities.

To give teachers some direction and to suggest a wide range of activities, a curriculum guide was prepared for this program. Included in the Summer School Curriculum Guide, Corrective Reading (3-6) were:

1. Goals of the program
2. Preparations to be made by the summer school teacher
3. Suggested lesson plans for the first three days of school
4. Areas to explore
5. Ideas for different ways to improve skills
6. Ways to get variety in the reading program
7. Criteria for evaluation of the reading program
8. Materials for children to bring
9. Suggested teaching activities
10. Bibliography

The plans for the first three days of the summer session, as suggested in the Guide, were used by most teachers. A brief outline of these plans is given below:

First day:

1. Opening exercises (five minutes)
2. Getting acquainted (ten to 15 minutes)
3. Browsing among books (15 minutes)
4. Playing a reading game (ten minutes)
5. Story time (15 minutes)
6. Recess (15 minutes)
7. Spelling and vocabulary building (15 minutes)

8. Creative writing as a class activity (15 to 20 minutes)
9. Evaluation or sharing time

Second day:

1. Opening exercises (five minutes)
2. Games (15 minutes)
3. Begin informal evaluation of child's reading level (30 minutes)
4. Correlating activities for individuals not being tested
5. Film of filmstrip (20 minutes)
6. Recess (15 minutes)
7. Story time continued (15 minutes)
8. Spelling - continued from previous day (ten minutes)
9. Teacher-pupil sharing or evaluation

Third day:

1. Opening exercises (five minutes)
2. Sharing time (20 minutes)
3. Individualized instruction activities (30 minutes)
4. Recess (15 minutes)
5. Introduce any new material available for summer school use (30 minutes)
6. Spelling and vocabulary building (15 minutes)
7. Dramatization time (ten minutes)
8. Evaluation time (five minutes)

Subsequent days generally followed a combination of the above activities.

Most teachers generally followed the suggestions in the Guide with some modification for their individual classes. Some teachers used the newspaper as a source of reading material and as a medium for discussion.

Each teacher was given a kit which contained special materials for the summer program. The kits contained the following:

Corrective Reading (3-4)

Books: Glad Sounds
New Practice Reader, Book A
McCall-Crabbs Standard Test Lessons in Reading A

Games: Phonetic Quizmo
Crossword Puzzles - Fairy Tales
Quiet Pal
Take
Fun with Words B

Other: Test sheet
Summer School Curriculum Guide (3-6)

Corrective Reading (5-6)

Books: Say and Hear
McCall-Crabbs Standard Test Lessons in Reading B
New Practice Reader, Book B

Games: Password
Afro-American History Poster Cards
Crossword Puzzles - Fairy Tales
Fun with Words C

Other: Test sheet
Summer School Curriculum Guide (3-6)

In addition to the kits for each teacher each summer center was supplied with the following materials to be shared by both Basic Primary and Corrective Reading:

Phonics We Use (Lyons and Carnahan)

(10 separate games to supplement phonics and reading instruction. Each game has directions for using the material to play additional games.)

1. Old Itch (initial consonant sounds)
2. Spin-a-sound (initial consonant sounds and symbols)
3. Bingobango (final consonant sounds and symbols)
4. Blends Race (initial consonant blends and symbols)
5. Digraph Whirl (initial consonant digraphs and symbols)
6. Digraph Hopscotch (initial and final consonant digraphs and symbols)
7. Vowel Dominoes (long and short vowels and symbols)
8. Spin hard, spin soft (hard and soft sounds of C and G)
9. Full House
10. Syllable Count

Spelling Learning Games Kit (Lyons and Carnahan)

Kit A
- Snail Trail (initial consonant sounds)
- Sound Hound (final consonant sounds)
- Lucky Duck (short vowel sounds)
- Patch Match (expand spelling vocabularies)
- Scat Cat (sound - symbol)

Kit B
- Fat Cat (initial and ending consonant sounds)
- Spin and Win (short vowel sounds)
- Glad Lad (initial and final consonant sounds)
- Stick to It (long and short vowel sounds)
- Spellit (short and long vowel sounds)

Instant Readers (Holt, Rinehart and Winston)

Enrichment readers were available in summer center libraries which could be used by summer classes. Some of these were:

Dan Frontier Series
Moonbeam Series
Pacesetters in Personal Reading
Curriculum Motivation Series
Reading Caravan Series

In addition to these special materials, equipment such as tape recorders, record players, 16 mm projectors, film-strip projectors, overhead projectors, and headphones were used extensively.

Budget

The approximate cost of this activity was $12,925. The per pupil cost was $48.09. This amount does not include cost of buildings, maintenance, major equipment items, etc. which are included in the regular school year per pupil cost for the school system.

EVALUATION

The primary goal of the Corrective Reading program was the improvement of the reading ability of target area pupils. The emphasis was on improving skills in word recognition, comprehension, creative writing, listening, speaking, and spelling.

Specific objectives to be evaluated are:

1. Title I pupils enrolled in summer corrective reading will improve their word recognition skills as shown by an improvement in results from pretest to posttest on the Botel Reading Inventory A - Word Recognition Test.

2. Title I pupils enrolled in summer corrective reading will improve their reading comprehension skills as shown by an improvement in results from pretest to posttest on the Botel Reading Inventory A - Word Opposites Test.

The recommended criteria for enrollment in the course was:

1. Third grade pupils should be at least one year below grade level
2. Fourth grade pupils one and one-half years below grade level and fifth and sixth grade pupils two or more years below level. Pupils with IQ scores below 85 were not generally recommended. Pupils, however, were not excluded from consideration on the basis of IQ alone.

A child could be enrolled if there was a reasonable probability that he could benefit from the program.

Teacher estimates of reading level and ability, based on classroom performance, and results of standardized tests were used in the selection process.

Two hundred sixty-nine pupils participated in this program. The pupil-teacher ratio was 10 to one.

Class size ranged from seven to 16.

Of the 269 pupils enrolled, one hundred thirty-four were males and 135 were females. The racial composition of the group was:

Caucasian	51.7% (139 pupils)
Negro	39.8% (107 pupils)
Mexican American	6.7% (19 pupils)
Oriental	0.7% (2 pupils)
American Indian	0.7% (2 pupils)

The grade levels of the participants were:

Second grade	0.4%	(1 pupil)
Third grade	32.3%	(87 pupils)
Fourth grade	23.0%	(62 pupils)
Fifth grade	27.9%	(75 pupils)
Sixth grade	16.0%	(43 pupils)
Seventh grade	0.4%	(1 pupil)

Attendance figures were available for all of the 269 pupils. Average daily attendance was 194. The mean number of days attended per pupil was 20.9. The percent of attendance (days attended ÷ total days in the program) for the group was 80 percent. The classes varied in percent of attendance from 66 percent to 93 percent.

Pupils were randomly selected from each class to be used in the evaluation sample. These pupils were given both sections of the Botel Reading Inventory during the first week of summer school and again during the last week. Approximately one month elapsed between pretest and posttest. The results are shown in Table 03.1.

TABLE 03.1

COMPARISON OF PRETEST AND POSTTEST MEANS
BOTEL READING TESTS
TITLE I CORRECTIVE READING
SUMMER 1974

Test	Grade	N	Pretest Mean Raw Score *	Posttest Mean Raw Score *	Gain
Word Recognition	3	19	110.7	117.2	6.5
	4	12	135.2	142.9	7.7
	5	13	148.3	150.8	2.5
	6	9	139.1	144.3	5.2
Word Opposites	3	18	35.8	42.1	6.3
	4	12	57.2	61.5	4.3
	5	13	66.1	71.2	5.1
	6	8	60.5	64.1	3.6

* Possible Score: Word Recognition 160
Word Opposites 100

On the Word Recognition test gains ranged from 2.5 to 7.7 mean raw score points with fourth grade showing the most gain. Fifth grade made the least gain.

For the Word Opposites test which is a measure of reading comprehension the gains ranged from 3.6 to 6.3 raw score points. Third grade made the most gain and sixth grade made the least gain.

RECOMMENDATIONS

The goal of the program was to improve pupils' reading ability. In all categories, posttest results were greater than pretest as specified in the objectives. With continued emphasis on the improvement of basic skills the program is recommended for continuation another summer.

SS 05.00

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE

COOPERATIVE READING STAFF

PROJECT

SUMMER, 1974

Funded by ESEA PL 89-10
Title I
Project 74008

Prepared by
Corinne Glaves, Evaluation Assistant
Gerald R. Riley, Research Specialist

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1974

SS 05.01

COOPERATIVE READING STAFF PROJECT
Summer 1974

SUMMARY

Seven Special Reading Teachers from the Wichita Public School System were assigned to supervise 27 diagnostic trainees and 18 clinical trainees in reading. These trainees worked on a one-to-one basis with pupils attending summer school reading classes in two elementary schools. Interviews with personnel in the program, including the two elementary school principals, indicate that the diagnostic part of the program was very successful. Interviews with clinical trainees indicate that certain areas of the clinical training program could be improved.

ACTIVITY CONTEXT

This was the third year for this type of project which provided inservice training for teachers of reading. The project was a cooperative effort of the Wichita Public Schools, Curriculum Division and Wichita State University, College of Education.

The organizational format was changed this summer to ensure a smoother program that would benefit both the trainee and the pupil.

PROGRAM DESCRIPTION

Scope

Approximately 81 pupils participated in the diagnostic part of the program and 54 pupils in the clinical part. Twenty-seven trainees were involved in the diagnostic session and eighteen trainees in the clinical session under the supervision of seven Special Reading Teachers (SRT) and one Program Director.

There were two main objectives of the program. One purpose was to provide inservice experiences for the SRT's and classroom teachers (trainees) who were taking courses in clinical and/or diagnostic procedures in reading. Another was to provide one-to-one instruction for pupils with severe reading problems.

Personnel

(1) Director - met three times during first week with SRT
provided 2 hours of daily instruction (10 hours total) for the trainees at beginning of each three-week session
monitored building once a week

(7) Special Reading Teachers - (30 half-day sessions) supervised clinical and diagnostic trainees

(27) Diagnostic Trainees - 4-week session (3 weeks at school, 1 week Community Education Center)
(18) Clinical Trainees - 4-week session (2 weeks at school, 2 weeks at Community Education Center)

Procedures

Four SRT were assigned to Buckner and three SRT were assigned to Adams (both were elementary summer school centers). The SRT supervised the trainees four hours daily. Trainees were divided into two separate sessions of diagnostic and clinical procedures. Most of the trainees were regular classroom teachers working toward certification as Special Reading Teachers. Others were substitute teachers, learning disabilities teachers, and one was an educational strategist.

The diagnostic trainees spent two hours daily for a three-week period in test administration and diagnostic procedures. They worked with three pupils on a one-to-one basis thirty minutes each day, completing one case study and two shorter write-ups during the session. Tests most commonly administered included:

1. Spache Diagnostic Reading Scale
2. Peabody Picture Vocabulary
3. Mills Learning Methods
4. Target Behavior
5. San Diego Quick Assessment

The clinical trainees spent two hours daily during a two-week period working with three pupils on a one-to-one basis. Usually those trainees who had been in the previous session had one student in the clinical session with whom they could follow through their diagnoses.

Provision was made to send the records of the summer work to the child's base school.

Budget

Wichita State University was the contract agency for this Title I project. The total allotted cost was $7,589.00 based on the participation of 20 Special Reading Teachers. However, the actual cost was much less based on the smaller enrollment of 7 Special Reading Teachers. The SRT received a stipend of $280.00 upon completion of the thirty half-day sessions plus three half-day pre-sessions and three half-day post-sessions. They also received three hours graduate credit for which they paid $54.45.

EVALUATION

The objectives of the program were:

1. To provide a specialized program of diagnosis and instruction for the severe reading problem.
2. To provide a supervised laboratory whereby teachers learn how to diagnose "severe" reading problems and implement a planned program of remediation.
3. To provide opportunities for Special Reading Teachers to supervise, under specialized direction of Wichita State University, the diagnosis and remediation of severe reading

problems.

4. To provide an opportunity to study and identify more effective ways of teaching the pupil who has a severe reading problem.
5. To plan and prepare materials for diagnoses and corrective instruction.

The evaluator had interviews with a large number of personnel involved in the program including the Director, the two elementary summer center principals, five Special Reading Teachers, four regular classroom reading teachers, and fifteen trainees (6 diagnostic, 9 clinical).

From the observations and comments expressed by those interviewed, the following factors were apparent:

1. Enthusiasm for the program was common among the following people: the Director, SRT, most of the trainees and the pupils.
2. The Director stated that the theories of the program which include child involvement and using the best reading teachers in the system to train others are the factors making this program a success.
3. The SRT felt this was an excellent way for teachers to be trained.
4. The regular summer reading teachers felt the trainee-pupil ratio of one-to-one was very beneficial to the child.
5. Severe reading problems were diagnosed which would not have been possible without this program.
6. The organizational format change this summer was helpful to the diagnostic trainee. However, some of the clinical trainees felt the two-week session at the schools was too brief for implementation of corrective instruction.
7. Several clinical trainees at one of the schools (Adams) expressed the following criticism:
   (1) no defined instructional area except in the hallways where noise level was extremely high.
   (2) no access to audio-visual equipment such as tape recorders, record players, etc.
   (3) pupils not available at beginning of the two-week session necessitating delay of implementation while awaiting new pupils.

RECOMMENDATIONS

This project appears to add an enhancing factor to summer reading classes as well as providing inservice training for teachers. The change in format this summer appears to be an improvement for the diagnostic trainees. Perhaps the negative comments by some of the clinical trainees could be rectified by increasing the amount of time spent with the pupils. A distinct instructional area and access to audio-visual equipment would greatly benefit both the clinical trainee and the pupil. The project merits continuation next summer.

SS 06.00

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE

PRIMARY

MATHEMATICS PROGRAM

SUMMER 1974

Funded by ESEA PL 89-10
Title I
Project 74008

Prepared by
Corinne Glaves, Evaluation Assistant
Gerald R. Riley, Research Specialist

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1974

SS 06.01

PRIMARY MATHEMATICS PROGRAM, SUMMER 1974

SUMMARY

The Primary Mathematics Summer Program was an extension of the regular school year program. It was planned for students who have completed first, second, or third grade. Pupils were selected on the basis of having experienced difficulty in learning the basic computational skills of addition, subtraction and multiplication. There were a total of 185 students in 15 classes located in 10 Title I elementary schools and one non-Title I elementary school. Fourteen teachers and one coordinator implemented the program. All pupils were given a locally developed mathematics test the first and last week of the summer session. Pupil progress was to be evaluated on the basis of an increase in posttest scores over pretest scores. Results of the posttest show a substantial gain over pretest scores.

ACTIVITY CONTEXT

This was the third summer for the Primary Mathematics Program. The original program began with one Title I school in 1970-71. The summer of 1973 had an enrollment total of 171 pupils in 12 classes in 10 elementary schools. The summer program is a continuation of the methods and concepts developed during the regular school year.

PROGRAM DESCRIPTION

Scope

A total of 185 students participated in the summer Primary Mathematics Program.

The Primary Math Summer Program is a six-week summer program planned for students who have completed the first, second, or third grade and experienced difficulty in basic computational facts. The primary emphasis is one of reinforcement of computational skills.

The general organization of the classroom is the use of small groups or interest centers in a laboratory environment to insure more individual attention for each child. The daily classroom procedure will include interest center work with math games and concrete materials, outdoor play, math/science activities and art.

Personnel

The staff of this program consisted of one coordinator and fourteen teachers. A total of seven aides and tutors assisted teachers in some of the classes. It was the duty of the coordinator to provide inservice training sessions, visit the classrooms to provide demonstrations, and monitor the program. Teachers were responsible for providing two hours of math instruction daily, maintaining students' progress on skill sheets and their

attendance records. One teacher had two classes and provided four hours of instruction daily.

Procedures

The Primary Math summer classes met for two hours daily for a six-week period. There were fifteen classes located in ten Title I schools and one non-Title I school. The summer program emphasizes the activity approach to learning and uses many manipulative methods. This approach is different than that traditionally used in primary grades; therefore, a two and one-half day orientation was held prior to the session and one-half day midway through the session. During these sessions supplies were given to the teachers, ideas were shared and individual help was provided.

Activities

The organizational format for most teachers consisted of small group centers, although large group activities were also scheduled. The following is a typical daily schedule of a primary math classroom:

9:00 - 9:15 a.m. - doing things together - eg: go to library
9:20 - 10:20 a.m. - rotate to three centers (20 minutes each)
10:20 - 10:30 a.m. - art or math/science activity
10:30 - 10:50 a.m. - recess
10:50 - 11:00 a.m. - clean up

There were thirteen students enrolled in the above classroom. The class was divided into three centers with three or four pupils at each center. The teacher remained at one center the entire hour providing instruction of a basic computational skill. The second center consisted of group game activities providing reinforcement. The third center contained games such as puzzles for individual activity. In addition to regular class activities, the use of nature hikes and outdoor treasure hunts afforded extra math learning experiences.

Field trips were taken by all classes as follows:

Banks (3)	City sight seeing tour (2)
Zoo (4)	Airport
Dairy	Dr. Pepper Plant
Grocery stores (3)	Credit Union League

Materials and special equipment used were:

Individual flannel boards
Chalkboards, show me boards, magnetic boards
Teacher devised games (Spin-the-bottle, Bingo, type, etc.)
Graph paper

Budget

A. Salaries

Coordinator (1) 4 hours/day x 29 days @ 6.25/hr.			$ 725.00
Classroom Teachers -			
(12) 2 hours/day x 29 days @ 6.25/hr.			4,350.00
Orientation -			
(13) 2 full days @ 15.00	390.		
(13) 2 half days @ 10.00	260.		650.00

	Subtotal	$5,725
B. Contract Services		
Pupil Transportation - Field trips		
(1) per class - 12 x $30	$360.	
Subtotal		360.
C. Other Expenses		
Auto allowance and travel -		
(1) Coordinator 600 miles @ .10	60.	
Teaching supplies -		
$5.00 per pupil x 180	900.	
	$960.	
Subtotal		960.
TOTAL COST - this activity		$7,045.

Based on a planned enrollment of 180 students the per pupil cost of this project was $39.14. However, the total number of students participating in the program was 185 resulting in an adjusted per pupil cost of $38.08.

EVALUATION

Performance objectives for the summer Primary Mathematics Program were as follows:

1. Title I Primary Math summer school post first grade students will improve their knowledge of addition and subtraction facts through sixes as shown by an increase in scores obtained in the first and last weeks of summer school on the locally developed mathematics facts test.
2. Title I Primary Math summer school post second grade students will improve their knowledge of addition and subtraction facts through tens as shown by an increase in scores obtained in the first and last weeks of summer school on the locally developed mathematics facts test.
3. Title I Primary Math summer school post third grade students will improve their knowledge of addition and subtraction facts through eighteen and multiplication facts through fives as shown by an increase in scores obtained in the first and last weeks of summer school on the locally developed mathematics facts test.

Table SS 06.1 shows a summary of participation and attendance statistics. Classes ranged in size from 7 to 15. For all classes combined the attendance rate was 83% with a range for individual classes from 75 to 91 percent. Summary results of the testing of objectives are shown in Table SS 06.2.

TABLE SS 06.1

PARTICIPATION AND ATTENDANCE STATISTICS
TITLE I PRIMARY MATHEMATICS
SUMMER 1974

Summer School	Sex		Grade				Race*					Total	Mean Days Membership Per Pupil	Mean Days Attendance Per Pupil	Ratio
	M	F	1	2	3	4	1	2	3	4	5				
Dodge	4	9	1	5	7	-	11	-	2	-	-	13	27.2	22.1	.8107
Irving-1	7	6	3	4	6	-	7	-	6	-	-	13	26.1	20.4	.7794
Irving-2	5	5	4	4	2	-	4	-	6	-	-	10	22.9	20.2	.8821
Kellogg	7	8	3	6	6	-	5	-	10	-	-	15	25.4	21.9	.8635
Lincoln	2	6	1	2	5	-	8	-	-	-	-	8	22.0	16.9	.7670
Longfellow-1	8	4	3	6	3	-	11	-	-	1	-	12	29.0	25.8	.8908
Longfellow-2	9	3	2	3	7	-	12	-	-	-	-	12	23.6	19.4	.8233
MacArthur	7	7	7	4	3	-	8	-	6	-	-	14	27.9	21.7	.7795
Park	5	10	5	4	6	-	9	-	5	1	-	15	28.0	23.8	.8500
Rogers-1	6	6	-	3	9	-	9	-	2	1	-	12	26.5	20.3	.7673
Rogers-2	9	4	6	6	1	-	10	-	2	-	1	13	27.7	23.8	.8611
Washington-1	5	8	6	3	2	2	2	-	11	-	-	13	28.5	24.9	.8757
Washington-2	8	5	2	2	6	3	3	-	10	-	-	13	24.5	19.6	.8019
Wells	3	12	6	3	6	-	9	-	6	-	-	15	24.8	18.6	.7500
Woodman/Payne	5	2	4	2	1	-	7	-	-	-	-	7	29.0	26.4	.9113
Total	90	95	53	57	70	5	115	-	66	3	1	185	26.3	21.7	.8266
Percent	48.6	51.4	28.7	30.8	37.8	2.7	62.2		35.7	1.6	.5				

*1=White, 2=Oriental, 3=Black, 4=Mexican American, 5=American Indian

TABLE SS 06.2

COMPARISON OF PRETEST AND POSTTEST
RESULTS ON MATHEMATICS FACTS TEST
TITLE I PRIMARY MATHEMATICS, SUMMER 1974

GRADE	N	POSSIBLE SCORE	PRETEST $\bar{x}$	POSTTEST $\bar{x}$	GAIN $\bar{x}$
FIRST	23	40	27.6	34.3	6.7
SECOND	37	85	60.0	67.1	7.1
THIRD	43	105	78.3	83.3	5.0
FOURTH*	2	105	77.0	87.5	10.5

* An N of 2 students is inconclusive.

The above results include 14 of the 15 classes participating in the program. Not included in the results are eight pupils having perfect scores in both pre and posttests. Six were in the first grade and one each in grades two and three. Differences in pre and post scores above were all positive as required by the stated objective. Greatest gains were made at the second grade level.

RECOMMENDATIONS

The Primary Mathematics Summer Program reached its objective of improving pupil's performance on the test items from pretesting to posttesting. In keeping with the reinforcement of basic computational skills, this summer program warrants continuation next summer.

SS 07.00

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE

INTERMEDIATE MATHEMATICS

PROGRAM

SUMMER 1974

Funded by ESEA PL 89-10
Title I
Project 74008

Prepared by
Corinne Glaves, Evaluation Assistant
Gerald R. Riley, Research Specialist

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1974

SS 07.01

INTERMEDIATE MATHEMATICS PROGRAM, SUMMER 1974

SUMMARY

The Intermediate Mathematics Summer Program was developed as an extension of the Title I math project conducted during the regular school year. It was planned for students who have completed fourth, fifth, or sixth grade. Fifteen teachers and one coordinator implemented the program. There were a total of 241 students in 16 classes located in 10 Title I elementary schools participating in the program. All pupils were given a locally developed mathematics test the first and last weeks of the summer session. Pupil progress was to be evaluated on the basis of an increase in posttest scores over pretest scores. Posttest results of both subtest scores and total test scores show a substantial gain over pretest scores.

ACTIVITY CONTEXT

This is the second summer for the Intermediate Mathematics Summer Program. The program is an extension of the regular year Primary Mathematics Project which was begun in 1970-71 for kindergarten, first, and second graders.

PROGRAM DESCRIPTION

Scope

A total of 241 pupils in 10 Title I elementary schools participated in this Intermediate Mathematics Summer Program. The program was planned as reinforcement for those pupils experiencing difficulty in the basic computational skills of addition, subtraction, multiplication and division.

Personnel

Fifteen teachers and one coordinator implemented this program. It was the teacher's duty to provide two hours of instruction daily in addition to keeping skill sheets of the students' progress and attendance records. One teacher taught two classes and provided four hours of daily instruction. The coordinator was responsible for providing three inservice training sessions as well as visits to the classroom for demonstrations. The coordinator spent four hours per day working in the program. In addition to the Title I staff some classrooms were provided with tutors or aides funded by other agencies to assist teachers. Tutors who had a three-day training session proved most capable of assistance in the classroom.

Procedures

This report covers the six-week summer session. Fifteen teachers located in ten Title I schools provided two hours of instruction per class daily. The organizational format of the classroom consisted of small-group or interest centers to insure more individual attention. Since the summer approach to teaching math is somewhat different than that of the regular school year, a two and one-half day orientation was held prior to the session and a one-half day midway through the session. These sessions provided for distribution of materials and supplies, explanation of the program, sharing of ideas, and individual help.

Activities

The general organization of the classroom revolved around small group or interest centers containing math games and manipulative devices. The following is a typical daily schedule of an intermediate math classroom:

9:00 - 9:20 a.m. - instructional type games - individual or small groups.
9:20 - 9:45 a.m. - semi-group instruction according to deficiencies.
9:45 - 10:00 a.m. - art (construction and decoration of various math devices and games).
10:00 - 10:15 a.m. - recess - outdoor play.
10:15 - 11:00 a.m. - group games or worksheets and skills tests.

During the inservice sessions teachers were given supplies and ideas for making math games and manipulative devices. Examples of games are as follows:

Tug of War - subtraction
Penny Toss - addition, multiplication
Spinner Ghoul - addition
Fraction Equivalent - division
Concentration - add, subt. mult.
Kung Fu
Eye-Guess
Division Ladder - blackboard game
Bug Ya - addition, multiplication
Twinks
Baseball
Tic Tac Toe
Pringle Computers - a place value manipulative device

Field trips taken by classes were as follows:

Art Museum
Central State Bank
Historical Museum
Sedgwick County Zoo
Tour of city - interest points
W.S.U. Bowling

Budget

A. Salaries			
(1) coordinator 4 hours/day x 29 @ 6.25/hr			$ 725
(14) classroom teachers 2 hours/day x 29 @ 6.25/hr			5,075
Orientation Stipends			
(14) 2 full days @ $15/day		420	
(14) 2 half days @ $10/day		280	
		700	700
	Subtotal		$6,500

B. Contract Services

Pupil Transportation - Field trips		
(1) trip per class = 14 x $30	420	
Subtotal		420

C. Other Expenses

Auto Allowance and Travel		
(1) Coordinator 600 miles @ 10¢	60.00	
Teaching Supplies		
$5.00 per pupil x 210	$1,050.00	
Subtotal		$1,110
TOTAL COST		$8,030

Based on a planned enrollment of 210 students the per pupil cost of this project was $38.24. However, the total number of students participating in the program was 241 resulting in an adjusted per pupil cost of $33.32.

EVALUATION

Performance objectives were as follows:

1. Title I Intermediate Math summer school post fourth, fifth, or sixth grade students will improve their knowledge of addition and subtraction facts through the eighteens as shown by an increase in scores obtained in the first and last weeks of summer school on the locally developed mathematics facts test.

2. Title I Intermediate Math summer school post fourth, fifth, or sixth grade students will improve their knowledge of multiplication and division facts through 9 x 9 and 81÷9 as shown by an increase in scores obtained in the first and last weeks of summer school on the locally developed mathematics facts test.

3. Title I Intermediate Math summer school post fourth, fifth, or sixth grade students will improve their knowledge of place value and regrouping through the thousands as shown by an increase in scores obtained in the first and last weeks of summer school on the locally developed mathematics facts test.

Table SS 07.1 shows a summary of participation and attendance statistics.

TABLE SS 07.1

PARTACIPATION AND ATTENDANCE STATISTICS FOR TITLE I INTERMEDIATE MATHEMATICS CLASSES
SUMMER 1974

Summer School Center	Sex		Grade			Race*					Total	Mean Days Membership Per Pupil	Mean Days Attendance Per Pupil	Ratio
	M	F	4	5	6	1	2	3	4	5				
Dodge	11	10	7	11	3	20	-	-	1	-	21	27.2	19.5	.7168
Irving-1	9	10	5	9	5	5	-	14	-	-	19	20.3	17.7	.7892
Irving-2	10	7	7	8	2	8	-	9	-	-	17	23.2	19.6	.8477
Kellogg-1	3	10	-	4	9	5	-	8	-	-	13	25.5	19.2	.7523
Kellogg-2	5	8	1	12	-	2	-	11	-	-	13	24.5	20.4	.8333
Kellogg-3	5	7	10	2	-	7	-	5	-	-	12	24.8	21.8	.8792
Lincoln	6	11	7	4	6	13	-	3	1	-	17	25.2	20.1	.7967
Longfellow-1	7	7	3	7	4	12	-	-	1	1	14	28.1	24.1	.8575
Longfellow-2	7	6	6	5	2	11	-	1	1	-	13	25.5	21.2	.8283
MacArthur	7	10	4	4	9	14	-	3	-	-	17	26.5	17.8	.6711
Park	8	14	11	6	5	4	-	17	1	-	22	26.4	22.3	.8434
Rogers-1	6	5	3	7	1	9	-	1	-	1	11	27.2	23.3	.8562
Rogers-2	3	7	7	1	2	8	-	1	-	1	10	26.9	22.4	.8327
Washington	9	6	5	3	7	9	-	5	1	-	15	23.1	16.9	.7341
Wells-1	7	7	9	5	-	12	-	2	-	-	14	26.1	21.1	.8060
Wells-2	7	6	-	3	10	9	-	4	-	-	13	25.3	22.3	.8815
Totals	110	131	85	91	65	148	0	84	6	3	241	25.4	20.4	.8024
Percent	45.6	54.4	35.3	37.8	26.9	61.4	0	34.9	2.5	1.2				

* 1=White, 2=Oriental, 3=Black, 4=Mexican American, 5=American Indian

TABLE SS 07.2

SUMMARY RESULTS OF TITLE I
INTERMEDIATE MATHEMATICS FACTS TEST
SUMMER 1974

GRADE	ADDITION Mean % Correct				SUBTRACTION Mean % Correct				MULTIPLICATION Mean % Correct			
	N*	Pre	Post	Gain	N*	Pre	Post	Gain	N*	Pre	Post	Gain
Fourth	28	88.2	94.2	6.0	41	81.1	90.1	9.0	43	60.3	82.1	21.8
Fifth	33	93.7	98.1	4.4	38	88.2	93.2	5.0	45	82.5	92.3	9.8
Sixth	16	91.0	98.0	7.0	33	81.3	90.7	9.4	33	77.7	89.9	12.2

GRADE	DIVISION % Correct				REGROUPING % Correct				PLACE VALUE % Correct				TOTAL SCORES % Correct			
	N*	Pre	Post	Gain	N*	Pre	Post	Gain	N*	Pre	Post	Gain	N**	Pre	Post	Gain
Fourth	47	50.4	77.4	27.0	49	55.2	69.7	14.5	35	64.9	76.5	11.6	55	72.9	84.8	11.9
Fifth	49	74.9	90.8	15.9	56	65.9	78.4	12.5	32	67.8	84.7	16.9	61	83.5	91.7	8.2
Sixth	37	76.7	85.7	9.0	43	66.7	82.9	16.2	34	64.5	81.5	17.0	50	83.9	91.8	7.9

* Does not include 2 classes at Rogers for which only total scores were available and pupils scoring 100% both pre and post.

** Includes all pupils with pre and post scoring or all subtests (also includes Rogers).

SS 07.05

Sixteen classes were conducted whereas the budget was set up for fourteen. Classes ranged in size from 10 to 22. The overall attendance ratio was 72% with individual classes ranging from 60% to 85%.

A locally developed mathematics facts test was given pretest and posttest to all program participants. Summary results are shown in Table SS 07.2. Subtest results were not available for two of the 16 classes. Results of the six subtests do not include those students having perfect scores in both pre and posttests. Those who had perfect pretest-posttest according to grade and subtest, are as follows:

Grade	Addition	Subtraction	Multiplication	Division	Regrouping	Place Value
4	28	10	10	5	1	17
5	27	16	12	9	2	25
6	36	17	19	13	8	20

The results of the subtest scores show all gains to be positive as required by the stated objective. Gains ranged from 4.4% to 27.0%. Greatest percentage gains were made at the fourth grade level in the multiplication and division subtests. It would appear that since a greater deficiency lies in these areas at this grade level a large gain can be expected here. Greatest gains at the fourth and fifth grade level were made in the place value subtest.

Results of "Total scores" in Table SS 07.2 include pupils with perfect pre and posttest scores. Substantial gains are shown for all grades.

RECOMMENDATIONS

The Intermediate Mathematics Summer Program met its objective of improving pupils performance on the test items from pretesting to posttesting. It is recommended that the program be continued next summer. There is a need for standardizing the methods of reporting data.

SS 08.00

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE

TUITION SCHOLARSHIPS PROGRAM

SUMMER 1974

Funded by ESEA PL 89-10
Title I
Project 74008

Prepared by
Corinne Glaves, Evaluation Assistant
Gerald R. Riley, Research Specialist

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1974

TUITION SCHOLARSHIPS, SUMMER 1974

SUMMARY

The Wichita Public Schools have operated a tuition summer school program for many years. The Tuition Scholarship program was designed to provide an opportunity for continuation of study skills and field experiences to Title I students. Tuition Scholarships pay the tuition and fees for students to participate in the regular summer school classes, e.g., reading, mathematics, physical education, art, typing, sewing, lab science, cooking, speech, instrumental music, bowling, and folk dancing.

The staff involved in dispensing 2,909 scholarships at the elementary level consisted of the Title I area principal, local principals, and teachers.

Based on the evaluation, the recommendation was made for continuation of the program.

ACTIVITY CONTEXT

During the nine years, 1966 through 1974, the Tuition Scholarship program has provided a link for students in the Title I areas to the regular summer school program. In the summer of 1966, scholarships were made available for children from preschool through the twelfth grade.

The program was called Tuition Scholarship because it was felt that parents would feel that this was a special honor to have their children chosen for a scholarship, rather than just being offered a free program during the summer months. The program also allows students to enroll in classes that are not available during the regular spring and fall terms. The program has continued to follow this basic philosophy for nine years. This summer the program excludes scholarship at the secondary level.

PROGRAM DESCRIPTION

Scope

During the summer of 1974, the Tuition Scholarship program granted 2,909 elementary scholarships to students residing in the Title I target area. The classes consisted of reading, mathematics, physical education, art, typing, sewing, lab science, cooking, speech, instrumental music, bowling, outdoor education, and folk dancing.

The goals of the Tuition Scholarship program were to provide an opportunity for reinforcement of learning of basic skills, to foster a continuation of study skills for children who might otherwise regress academically during the summer months, and to promote a variety of summer field experiences for Title I target area children.

Personnel

The Title I area principal was responsible for allocating and collecting data in regard to elementary scholarships. Elementary school principals granted the tuition scholarships on the elementary and preschool level.

Procedures

A total of 14 regular school attendance centers were used to dispense scholarships to Title I students for the summer of 1974.

Teachers and principals determined the interest, need, and eligibility of scholarship recipients.

Each tuition scholarship paid for tuition and fees for the students from the Title I target area to the regular summer school program. Students were offered the scholarship forms to take home to parents for signatures. Signed forms were collected at the schools.

Each tuition scholarship was worth $9.00 which paid for a one-hour course. Some classes required a student to have more than one scholarship to enroll. For example, speech students were issued four $9.00 scholarships, lab science students were issued two scholarships, and band students at Rogers needed two scholarships each to cover the cost of the class.

Title I students were required to enroll in a basic class before they were permitted to enroll in an enrichment class.

Budget

Projected cost of the program was $40,968 for a total of 4,552 tuition scholarships valued at $9.00 each. The actual cost was $26,181 based on the issuance of 2,909 scholarships.

EVALUATION

Table SS 08.1 shows a summary of participation and attendance statistics for tuition scholarships. Participation according to grade levels ranged from five pupils in preschool to 272 pupils in grade three. Attendance ranged from 70 percent to 97 percent. In general, attendance of pupils whose tuition was paid by tuition grants was comparable to that of other pupils in summer courses.

RECOMMENDATIONS

This report has shown the utilization of tuition grants offered in the summer of 1974. It is recommended that the program be continued next summer and that educational need should take priority in the issuance of tuition scholarships.

TABLE SS 08.1

PUPIL PARTICIPATION AND ATTENDANCE STATISTICS
ELEMENTARY TITLE I TUITION SCHOLARSHIPS
SUMMER 1974

Course	Sex		Grade								
	M	F	PK	K	1	2	3	4	5	6	EMH
Arts & Crafts	182	185		21	65	79	77	43	54	28	
Typing	73	120				1	10	64	53	65	
Basic Primary	89	56			81	49	14	1			
Physical Education	87	44		2	16	16	31	17	27	22	
Intermediate Math	58	53					10	31	38	32	
Gymnastics	63	39		6	23	18	19	13	10	13	
Corrective Reading	60	36				1	26	23	23	23	
Primary Math	50	40			29	33	28				
Outdoor Education	29	35		1	20	12	27	1	2	1	
Post Kindergarten	36	25		61							
Cooking	8	36						9	17	18	
Sewing	9	23					3	12	8	9	
Speech Therapy	20	12	3	7	6	7	3	3	1		2
EMH	12	15									27
Enrichment Reading	10	15			5	5	4	5	2	4	
Lit. & Dramatics	11	14		9	9	5	2				
Band	13	11					2	20	2		
Bowling	17	7				2	9	4	7	2	
Folk Dancing	7	9				4	1	3	5	3	
Primary Story Time	10	6		16							
Lab Science	8	5			1	2	4	4	1	1	
Strings	4	9						10	1	2	
Body Management	9	3			7	4	1				
Guitar	2	1					1	1		1	
Preschool	2	-	2								
Totals	869	799	5	123	262	238	272	264	251	224	29
Percent	52	48	.3	7	16	14	16	16	15	13	2

TABLE SS 08.1
(cont.)

PUPIL PARTICIPATION AND ATTENDANCE STATISTICS
ELEMENTARY TITLE I TUITION SCHOLARSHIPS
SUMMER 1974

Course	Race* 1	2	3	4	5	Total	Mean Days Membership	Mean Days Attendance	Ratio
Arts & Crafts	179	3	171	13	1	367	25.2	20.4	.8085
Typing	86	1	94	12		193	22.7	17.1	.7505
Basic Primary	12		131	2		145	26.7	22.4	.8409
Physical Education	47	1	78	5		131	23.7	19.4	.8772
Intermediate Math	8	1	102			111	26.6	21.3	.8001
Gymnastics	48	1	53			102	25.9	20.1	.7769
Corrective Reading	1		95			96	27.7	23.6	.8539
Primary Math	3		87			90	27.0	22.4	.8282
Outdoor Education	16		48			64	25.5	21.1	.8267
Post Kindergarten	11		50			61	26.2	21.9	.8367
Cooking	9		35			44	26.0	20.9	.8065
Sewing	11		20	1		32	22.8	17.1	.7517
Speech Therapy	20		10	1	1	32	27.9	21.2	.7623
EMH	12		15			27	27.7	23.7	.8558
Enrichment Reading	4	1	20			25	27.7	22.6	.8139
Lit. & Dramatics	21		4			25	26.1	23.5	.8989
Band	17		4		3	24	18.8	13.2	.7029
Bowling	6		18			24	26.1	18.8	.7220
Folk Dancing	14			1	1	16	28.2	25.0	.8869
Primary Story Time			16			16	25.7	22.8	.8881
Lab Science	13					13	26.0	21.8	.8373
Strings	11		2			13	25.8	21.3	.8269
Body Management	12					12	29.0	24.9	.8592
Guitar	1		2			3	24.3	19.0	.7808
Preschool	1		1			2	29.0	28.0	.9655
Totals	563	8	1056	35	6	1668	25.5	20.6	.8099
Percent	34	.5	63	2	.4				

SS 09.00

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE

NEGLECTED CHILDREN'S PROGRAM

SUMMER 1974

Funded by ESEA PL 89-10
Title I
Project 74008

Prepared by
Corinne Glaves, Evaluation Assistant
Gerald R. Riley, Research Specialist

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1974

NEGLECTED CHILDREN'S PROGRAM
SUMMER 1974

SUMMARY

Two local homes for neglected children, Phyllis Wheatley Children's Home and Wichita Children's Home, participated in this summer school program. The homes emphasized math and reading instructional activities of a tutorial nature. One of the two homes, Wichita Children's Home, provided reading and math readiness for preschool children. A total of 70 children participated in this summer program. Ages ranged from under 3 years to 17 years. Children participated in one or both of the activities offered. It is recommended that institutional children be provided with experiences other than academic. Serious consideration should be given to a program providing recreational and enrichment opportunities for children in an institutional setting who lack these experiences found in the average home.

ACTIVITY CONTEXT

The summer program is an extension of the Title I regular school year program which began in the 1966-67 school year. The institutional directors have established a priority of tutorial services which include reading and math for all grades as well as language development, motor skills, and socialization for preschool pupils.

PROGRAM DESCRIPTION

Scope

A total of 70 children were involved in the Neglected Children's Summer Program. The main objectives of the program were to provide the children with additional tutorial instruction in reading and math. A preschool program at Wichita Children's Home involving 15 children provided for reading and math readiness as well as motor skills and socialization.

Personnel

Phyllis Wheatley Children's Home

1 Reading teacher (3 hours of instruction daily)
1 Math teacher (3 hours of instruction daily)

1 Math teacher (2 afternoons per week)*
1 Math aide (3 hours daily)
*A math teacher substituted for the budgeted preschool teacher since preschool children were not involved in the program at this home

Wichita Children's Home

1 Reading teacher (3 hours of instruction daily)
1 Math teacher (3 hours of instruction daily)
1 Preschool teacher (3 hours of instruction daily)
1 Math aide (3 hours daily)

Procedures

This report covers the six-week summer session of the Neglected Children's Program located in two homes for neglected children, Phyllis Wheatley Children's Home and Wichita Children's Home. Classes met daily from 9:00-12:00 p.m. and were divided into sections according to age for more individualized instruction. Older students at Phyllis Wheatley Children's Home attended the math instructional activities two afternoons per week. Math teachers attended one half-day presession orientation meeting.

Activities

The following are the schedules at both homes:

Phyllis Wheatley Children's Home

Reading and Math Schedule

9:00 - 10:00 a.m. primary grades
10:00 - 11:00 a.m. upper elementary grades
11:00 - 12:00 p.m. junior high and high school

Math Schedule for older students was not available.

There were 24 students ranging in age from 7 to 17 years of age. Reading and math classes alternated with one another. The length of time the student worked in each class varied from 60 to 90 minutes per day. The teacher-pupil ratio was 1:5.

The emphasis in the reading program was concerned with building skills. The summer program stressed games as a change from the regular school year activities. Materials used were:

1) Lyons and Carnahan Skills Box - 10 games to supplement phonics and reading instructions.

2) teacher prepared materials
3) "We are Black" filmstrip-a history of famous blacks (designed to improve reading skills
4) SRA kits for comprehension

The math program stressed reinforcement of basic skills. Some games were used.

Wichita Children's Home

Time	Age	Instructional Activities
9:05 - 10:20 a.m.	5	"learning" type games for reading and math readiness, writing, and listening experiences (records), development of motor skills "skill" games such as
10:25 - 11:20 a.m.	3 and 4	puzzles, language experiences, free expression, listening experiences manipulative materials, puzzles, etc., language experience,
11:25 - 11:55 a.m.	almost 3	development of motor skills, (jumping rope, etc.)

Teacher-pupil ratio varied from 1:3 to 1:5 according to each section.

Math Schedule - 21 pupils

Time	Grade	Time	Grade
9:00 - 9:25 a.m.	1	10:30 - 10:45 a.m.	Planning
9:30 - 9:50 a.m.	K	10:45 - 11:15 a.m.	3-4
9:55 - 10:25 a.m.	3-4	11:20 - 11:50 a.m.	3-4

Teacher-pupil ratio was 1:5 for each section. One student (12-years old) had a flexible schedule. The math aide was particularly helpful in working with musically oriented activities and enabling the teacher to give more individual help.

The following materials and special equipment were used:

1) Records, tapes, headsets - Individual and small group instruction. Examples: record, "March Game," number recognition; tape and record, "Learning Basic Skills Through Music," by Hap Palmer, and "Musical Multiplication."
2) Teacher Prepared Materials-electric board, games for motivational drill and manipulative materials.

Reading Schedule - 29 pupils

The reading program was divided into six thirty-minute sections according to grade. The teacher-pupil ratio was 1:4.

The following materials and special equipment were used:

1) Spelling Games Learning Kit (Lyons and Carnahan)

2) SRA Kits-(to increase comprehension)
3) Enrichment Readers-to build reading skills
   a. "Reading Caravan"
   b. "Open Highway" (for those below grade levels)
4) Sears Catalog-learning how to use table of contents, etc.
5) Newspapers-learning parts of speech-nouns, verbs, etc.
   building vocabulary - (e.g., scientific words)
   learning to summarize stories - (e.g. reading 10 comic strips
6) Tapes and records

Field trips taken by both homes were as follows:

Math students-one bowling trip per home
All students-Worlds of Fun, Kansas City) Combined trip
Truman Library, Independence)

Budget

A. Salaries

Classroom Teachers		
(6) teachers (2 Reading, 2 Math, 2 Preschool)		
3 hrs day x 29 days @ $6.25		$ 3,262.50
Instructional Aides		
(2) aides-Math		
3 hrs day x 29 days @ $2.50		435.00
Orientation Stipends		
(8) 2 half-days @ $10/day		160.00
	Subtotal	$ 3,857.50

B. Contract Services

Pupil Transportation-Field Trips		
(1) Field Trip per Institution = 2 x $30		
	Subtotal	$ 60.00

C. Other Expenses

Teaching Supplies		
(6) teachers x $50	$ 300	
Community Related Experiences	$1,340	
	Subtotal	$ 1,640.00
	TOTAL COST	$ 5,557.50

Based on the projected participation of 70 pupils the per pupil cost was $79.38.

EVALUATION

The specific objectives of this program were concerned with strengthening the basic academic skills of reading and math.

The number of participants by race and sex are given in Table SS 09.1.

The objectives were to be measured by an increase in posttest scores given the last week of the summer program over pretest scores given the last week of the 1973-74 regular school year program.

The Caldwell Preschool Inventory was given to all preschool participants. Eight of the eleven students in the program participated the entire six weeks. Pretest raw score mean was 34.6 and posttest raw score mean was 44.6 showing a gain of 10 points. Total possible raw score points were 64.

No test results were made available by two of the three math teachers participating in the program. Table SS 09.2 shows results of the Mathematics skill sheets given to older pupils at the Phyllis Wheatley Children's Home. Pupil turnover accounts for the small "N" for the grade levels, making interpretation difficult. For that reason, these data should be viewed as showing trends only. Gains ranged from 2.0 to 4.0 raw score points.

A similar situation existed in the reading program. Test results are shown in Tables SS 09.3 and SS 09.4. All grade levels in the Phyllis Wheatley Children's Home showed an "N" of one with the exception of grade five having an "N" of two. Differences in two scores between pretest and posttests ranged from a loss of .08 to a gain of .13 and are meaningless in consideration of the small number. Wichita Children's Home showed a small number for all grade levels, again making interpretation difficult and meaningless. Differences in two scores between pretest and posttest ranged from a loss of .10 to a gain of .42.

RECOMMENDATIONS

No accurate conclusions concerning pupil progress can be made due to the small number of pupils at all grade levels having both pretest and posttest scores. No meaningful interpretation of the math program can be made due to lack of data. In view of the wide range of grade levels and pupil turnover, serious consideration should be given concerning the effectiveness of this type of Title I program in the area of neglected children's homes.

TABLE SS 09.1

PARTICIPATION STATISTICS FOR NEGLECTED CHILDREN'S PROGRAMS

SUMMER 1974

Grade	Sex		Race*					Total
	M	F	1	2	3	4	5	
PK	9	6	11		3	1		15
K	2	2	1		2	1		4
1	1	5	2		3	1		6
2	3	2	1		4			5
3	4	4	5		2	1		8
4	2	2	3			1		4
5	3	2	2		2	1		5
6	6		6					6
7	2	2	1		2	1		4
8	5	1	1		5			6
9	1	1			2			2
10		1			1			1
11		1	1					1
12		1			1			1
Spec.Ed.	1	1	1		1			2
	39	31	35		28	7		70
	55.7	44.3	50		40	10		

* 1-Caucasian 2-Oriental 3-Negro 4-Mexican American 5-American Indian

TABLE SS 09.2

COMPARISON OF PRETEST AND POSTTEST RESULTS
ON MATHEMATICS SKILL SHEETS
NEGLECTED CHILDREN'S SUMMER PROGRAM 1974
PHYLLIS WHEATLEY CHILDREN'S HOME

Grade	N	Pretest* $\bar{x}$	Posttest* $\bar{x}$	Gain (Loss) $\bar{x}$
Sixth	2	23.5	25.5	2.0
Seventh	2	23.0	25.5	2.5
Eighth	3	30.7	33.0	2.3
Ninth	2	29.0	33.0	4.0
Tenth	1	47.0	50.0	3.0
Twelfth	1	4.0	6.0	2.0

*Possible Score: 50

TABLE SS 09.3

COMPARISON OF PRETEST AND POSTTEST MEANS
GATES-MACGINITIE READING TESTS
NEGLECTED CHILDREN'S SUMMER PROGRAM 1974
WICHITA CHILDREN'S HOME

		Pretest		Posttest		
Grade	N	z Score Mean	%ile	z Score Mean	%ile	z Score Gain(loss)
1	4	.49	69	.53	70	.04
2	4	.24	59	.26	64	.02
3	3	.85	80	.75	77	(.10)
4	3	.04	52	.06	52	.02
5	2	.46	68	.42	66	(.04)
7	2	-.42	34	.00	50	.42

TABLE SS 09.4

COMPARISON OF PRETEST AND POSTTEST MEANS
GATES-MACGINITIE READING TESTS
NEGLECTED CHILDREN'S SUMMER PROGRAM 1974
PHYLLIS WHEATLEY CHILDREN'S HOME

		Pretest		Posttest		
Grade	N	z Score Mean	%ile	z Score Mean	%ile	z Score Gain(loss)
1	1	-0.20	42	-0.20	42	0
2	1	-0.36	36	-0.31	38	.05
3	1	0.10	54	-0.03	49	(.07)
5	2	-0.76	22	-0.64	26	.12
6	1	-0.58	28	-0.50	31	.08
7	1	-0.33	37	-0.41	34	(.08)
9	1	-0.41	34	-0.28	39	.13
11	1	0.31	62	0.31	62	0

SS 10.00

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE

DELINQUENT CHILDREN'S PROGRAM
BUSINESS MATHEMATICS

SUMMER 1974

Funded by ESEA PL 89-10
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Prepared by
Corinne Glaves, Evaluation Assistant
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Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1974

SS 10.01

DELINQUENT CHILDREN'S PROGRAM
BUSINESS MATHEMATICS
SUMMER 1974

SUMMARY

The Business Mathematics Delinquent Children's Program was designed to provide for a continuity of business course instruction for those pupils detained at Lake Afton. Instruction was provided by one business teacher. Twenty-four pupils participated in the program. Their average length of enrichment was 16 days. Pupil progress was to be evaluated on the basis of a grade of C or better. Results of grades show that this objective has been met.

ACTIVITY CONTEXT

The Business Mathematics Delinquent Children's Program was developed in 1967 to meet the needs of Business Mathematics in both Friendly Gables for girls, which is no longer in operation, and Lake Afton Boys Ranch, a resident detention facility administered by the Sedgwick County Juvenile Court. The summer program is an extension of the regular school year Business Mathematics Program.

PROGRAM DESCRIPTION

Scope

Twenty-four pupils participated in this summer program. These participants are boys who were judged delinquent by the Juvenile Court and subsequently assigned to Lake Afton Boys' Ranch. The main objectives of the program were concerned with reinforcement of Business Education and Business Mathematics instruction.

Procedures

This report covers the five-week summer school session which began July 8, 1974, and ended August 9, 1974. Instructional activities were located at Lake Afton Boys' Ranch. One teacher implemented the program utilizing small groups and individualized instruction. The teacher spent six hours per day, five days per week, providing business mathematics and business education for the students. Special equipment used included business machines, typewriters, accounting materials, and other mathematical supplies.

Budget

The 1974 summer session budget included the following items:

Classroom Teacher (1)	$750.00
Auto allowance and Travel	
(1) Teacher 1,200 miles @10¢	120.00
Summer School Supplies-Teaching	100.00
Total Cost	$970.00

Based on an enrollment of 24 pupils, amount of expenditure per pupil was $40.42.

EVALUATION

The specific objectives of this summer Delinquent Children's Program were concerned with reinforcement and continuity of business education and business mathematics begun at the home school.

Table SS 10.1 shows participation data for the program.

Length of enrollment averaged 16 days for all grades. The number of days enrollment ranged from 5 to 25.

Objectives were to be measured on the basis of a "C" grade or better at the end of the summer school session. Student reports submitted by the teacher indicated that 9 pupils had B grades, 12 had C grades, and 3 had D grades.

RECOMMENDATIONS

This program appears to meet the needs of continuing business mathematics and business education for delinquent students. Students' grades indicate that objectives have been met and the program has been successful; therefore, it would merit continuation.

TABLE SS 10.1

RACE AND LENGTH OF ENROLLMENT BY GRADE IN
BUSINESS MATHEMATICS FOR DELINQUENT CHILDREN
SUMMER 1974

Grade	Race* 1	2	3	4	5	Total	Average Number days Enrolled
Second			1			1	18
Fourth	1					1	19
Fifth			2			2	16
Sixth			1			1	22
Seventh	2					2	14.5
Eighth	7		1			8	16
Ninth	2		5			7	10.2
Tenth	2					2	15
Total	14		10			24	16.3
Percent	41.7		58.3			100	

*Race: 1 = White, 2 = Oriental, 3 = Black, 4 = Mex. Am., 5 = Am. Ind.